REPORT RESUMES

ED 016 063 VT 002 371

PREPARACION, PROGRESO, PORVENIR (PREPARATION FOR PROGRESS TO THE FUTURE).

BY- STOUFFER, CLAYTON L. CALLEJO, RICARDO A.

STATION KQED, SAN FRANCISCO, CALIF

PUB DATE 66

CONTRACT OEC-5-85-022

EDRS PRICE MF-$0.75 HC-$7.12 176P.

DESCRIPTORS- *DISADVANTAGED YOUTH, *SPANISH SPEAKING, *VOCATIONAL EDUCATION, PILOT PROJECTS, MOTIVATION, PUBLIC RELATIONS, *EDUCATIONAL TELEVISION,

THE OBJECTIVES OF THIS PILOT PROGRAM WERE TO (1) MOTIVATE DISADVANTAGED SPANISH-SURNAMED YOUTH TO ENTER EXISTING VOCATIONAL TRAINING PROGRAMS THROUGH THE USE OF NEW TELEVISION TECHNIQUES AND EQUIPMENT IN SAN FRANCISCO AND SAN JOSE, AND (2) DEVELOP A COMPREHENSIVE EVALUATION DESIGN WHICH WOULD RESULT IN A PROGRAM DEVELOPMENT HANDBOOK AND AN EXAMPLE PROGRAM THAT WOULD ALLOW DUPLICATION OF THE SERIES IN OTHER URBAN AREAS. THE PROGRAM SERIES PROPOSED WOULD NOT PROVIDE SPECIFIC ON-AIR TRAINING PROGRAMS BUT HIGHLY EGO-SUPPORTIVE EXPERIENCES AND INFORMATION. THE MATERIALS TO BE DEVELOPED INCLUDE APPROXIMATELY 20 HIGHLY POLISHED TAPE OR FILM SPOT COMMERCIALS, AS MANY AS 35 PROGRAMS COMPRISED OF ONE TO SIX SUBJECT SEGMENTS, AND SELECTED ILLUSTRATION OF PROGRAMS. IN THE INVESTIGATORY PROJECT, PROGRAM GUIDELINES, AND SUBJECTS WERE COMPILED FROM INTERVIEWS WITH AUTHORITIES ON THE TARGET AUDIENCE, A QUESTIONNAIRE ADMINISTERED TO FIELD CONTACTS, A SURVEY OF YOUTHS IN THREE CITIES, AN IN-DEPTH RECORDED INTERVIEW SESSION, AND ADVICE FROM AN ADVISORY COMMITTEE. THE TYPES OF PROGRAMS CHOSEN WERE AUDIENCE PARTICIPATION AND THOSE DEALING WITH VALUES AND NEEDS, TEEN CULTURE, YOUTHS' RELATION TO SOCIETY, AND THE USE OF MONEY. PROGRAMING WOULD USE TALENT FROM DIFFERENT ETHNIC GROUPS, A PROGRAM ANALYZER TO PRETEST EACH PROGRAM, AND PEER GROUP VIEWING AND DISCUSSION FORUMS TO TEST EFFECTIVENESS. PERIODIC SURVEYS WOULD EVALUATE AND COMPARE PROGRAMING IN THE TWO CITIES. THERE WAS NO SUPPORT AVAILABLE FOR THE IMPLEMENTATION OF THIS PROPOSAL. THE APPENDIXES, ABOUT 150 PAGES, CONTAIN PROGRAM GUIDELINES AND IDEAS, THE EQUIPMENT RATIONALE, PROPOSED BUDGET, ADVISORY COMMITTEE LIST, RESEARCH DESIGN, AND TARGET POPULATION STATISTICS. (WB)

ED016063

PROPOSAL

ORP Project #061 Contr. #OE-5-85-022

KQED, 525 4th St., San Francisco,
California Feb. 1966

VT [illegible]2371

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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DEVELOPMENTAL AND PILOT PROGRAM

Submitted to the U.S. Commissioner of Education under the provisions of Section 4 (C) of the Vocational Education Act of 1963.

PREPARACION - PROGRESO - PORVENIR
(Preparation for Progress to the Future)

Applicant:

Address:

Telephone No:

Initiated By: Ricardo A. Callejo, Attorney-at-Law
625 Market Street
San Francisco, California

Submitted By:

(signed)

(signed) Ricardo A. Callejo

Federal Funds Requested: $416,840.00

Duration: Beginning April 1, 1966
Ending April 30, 1967

Date Transmitted:

VT023171

ABSTRACT

Submitted by:

Principal Directors:

Clayton L. Stouffer
Director, Spanish Project
KQED

Ricardo A. Callejo, Attorney-at-Law
Consultant to Spanish Project

Title: Preparacion - Progreso - Porvenir

Objectives: To attract, involve, inform, and thereby motivate disadvantaged, predominantly Spanish surnamed youths to enter existing vocational training programs through the use of new television techniques and equipment, and, to execute a comprehensive evaluation design which will result in a program development handbook and example programs that will allow effective duplication of the series in other urban areas.

Procedure: Establish the necessary staff and facilities to effectively produce and evaluate the required programming.

Time Schedule:

Beginning date: Immediately upon approval of the Application

Ending date: 13 months following the approval of the Application

Total cost: $416,840.00

Total Federal funds requested: $416,840.00

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INTRODUCTION

The following proposal is the output of a $55,000 investigatory and proposal writing project, funded in 1965-66, by the U.S. Office of Education, Division of Vocational and Technical Education, the Department of Health, Education and Welfare.

The original proposal for the proposal phase envisioned an on-the-air, bilingual training program series, especially designed to surmount the cultural and linguistic barriers to vocational achievement as they apply to Spanish surnamed/speaking youths. As the proposal phase required a thorough-going investigation of the original ideas as well as new possibilities, changes were ultimately required in the original concept as it applies to the target audience in the San Francisco Bay Area. The following proposal reflects the best information available to date on programming designed to motivate youths in the poverty classes to take advantage of vocational training opportunities.

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1. THE PROBLEM

a. The Educational Problem

The problem in the original proposal was believed to be one of motivation. The ensuing investigation confirmed this general belief, though it de-emphasized the debilitating role of language and the desirability of reaching youths through the family -- two themes which were frequently mentioned.[1] The investigations indicated that the lack of motivation to vocational achievement on the part of Spanish surnamed youths in the poverty class is basically the result of ego-depressive factors which are found to be operating in relation to all ethnic groups in the lower socio-economic strata of our society.

> "Poverty is simply the most prominent symptom of a complex socio-economic disease which functions in a cycle to perpetuate its own condition. Children are born to poor parents in socio-economic ghettos. (Since the country's job market traditionally has functioned to exclude disproportionate numbers of nonwhites from most preferred occupations, these economic ghettos, in many cases have become racial ghettos) ...Children born in such depressed areas inherit not only their parents economic poverty; they also inherit their cultural poverty. Indeed, cultural poverty and economic poverty feed one another. The cultural complexes of most urban areas are focused almost entirely in areas which serve the middle and upper classes. Children raised in these culturally deprived areas -- who seldom escape from their environs even temporarily -- never encounter those aspects of social living which motivate one towards humanity-affirming objectives. Thus, subjected in the beginning to economic deprivation, often paternal abandonment,

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[1] Consultant Comment:
Alex Zermeno, "The peer groups have a greater impact on the family. Parents often are unable to communicate with their children...however, the support of the parent would be a prerequisite to having the son participate in a training program."
Paul Bullock, "English is definitely the best language, with some Spanish-derived slang." (Appendix IV, p-58, FTR)
Also see comments (1) and (2) in the "Supplementary Comment" section on page 26.

And always a general sense of rejection by the large community, a central problem to this disadvantaged child is his lack of opportunities to encounter in his formative years -- either in the family or out of it -- those ego-building factors which result in socially aware and legitimately self-affirming personalities.

"In short, a disadvantaged youth rarely is motivated to escape from the slum because slum life obstructs one's development of a sense of self. This lack of affirmative self definition and its inevitable counterpart, undermotivation, are major causes of school dropouts. Dropping out means job incompetence. The result is unemployability and the advent of another generation psychologically imprisoned in the slum. The cycle is complete."[1]

Although the language problem for our target group is virtually non-existent (except as there are literacy and articulation problems associated with the poverty class in general), there is still reason to believe that the Spanish family itself has a unique, yet ill-defined, depressing effect upon the motivation of Spanish surnamed/speaking youths. However, as a course of action our consultants made it patently evident that the proper channel to take in motivating Spanish-surnamed young people is through the peer group: its values, its local, its activities, its respected members, etc.

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1. Taken from a proposal to the Economic Opportunity Council's Community Actio Program for a project in the San Francisco Western Addition target area submitted by the Performing Arts Workshop, 1360 Fillmore Street, San Francisco, California.
2. Consultant Comment:
   "All consultants felt that the best route to reach Latin young people is through the teen culture." (non-verbal quantitative response selection)
   Leonard Ramirez: "The world of the Latin evolves within the peer group or the type of associations he makes. Peer pressure is a real thing and most youngsters are reluctant or unwilling or fearful of violating certain norms of teen culture because of the personal negative effects engendered in bei different. Therefore, one should accommodate the program and focus upon the advantages of being different in a positive way."

In summary, our findings indicate that the reason underlying the lack of motivation to vocational achievement on the part of our target audience appears essentially to be the result of the characteristically depressing environment of the poverty classes, a physical and psychological setting which leaves little room for the development of a healthy ego or self image. Our audience therefore shares with other members of the poverty classes all the usual debilitating factors that are a part of the poverty environment, including ethnic or race prejudice. These young people live in a world that offers little hope in that their experience overwhelmingly says that, "for them, there is no place in the sun."[3]

b. How program series contributes to meeting vocational education needs:

The program series proposed will not provide specific on-air training programs. Rather, it is designed to provide highly ego-supportive experiences and information to effectively overcome the basic problem of motivation underlying vocational training for this socio-economic group. How this is to be achieved is indicated in the next section.

2. DESCRIPTION

a. Concept and Innovation:

It is the well advised prime objective of the proposed project to break through the world of hopelessness, despair and alienation, which character-

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1. Consultant Comment:
Dr. Paul Sheldon, "Prestige is measured in the sense of its meaning to the target audience, i.e. people who have demonstrated their status within this group."
Leonard Ramirez, "Group processes play an important role in the socialization of the individual. Peer pressure is real. Youngsters by and large, succumb to peer pressure, because to be considered 'out' by a group threatens their security. Peer loyalty is also a highly placed value in teen culture. The axiom, 'to get along you've got to go along' is highly valid and many youngsters get into troubl because of it."
Also see comments (3) and (4) in the "Supplementary Comment" section on page 26.

izes the condition of disadvantaged Spanish surnamed youths by fully utilizing the high prestige mass medium of television as a new channel of two-way communication, which will physically reach deeply into the poverty environment and maximally involve the young people in the development of programming.[1] This will provide a meaningful and exciting channel through which the young people can communicate to the rest of the world, and it will also provide a viewing experience which gives area-wide recognition to their group and its values, thus creating perhaps for the first time in their experience a genuine feeling that they have a place in the sun. It is this feeling that is the essence of the breakthrough we are attempting to achieve.

It is important to emphasize the new and unique potential achievement of mass motivation which inheres in the proposed use of television as a high involvement two-way mode of communication. It is interesting to note that the Canadian Broadcasting System is presently initiating a program for teenagers which is remarkably similar to our proposed series, except that it is not primarily to disadvantaged youths.[2] The CBS intends to emphasize a high degree of involvement through the use of remote productions, which emphasize the interests of the youths and the youths themselves. This new mode of mass communications is also in its grass roots form in radio in the form of telephone call-in programs. The telephone call-in is one important way of adding feedback communication to what has traditionally been a one-way communication form.

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[1] Consultant Response:
In response to a question suggesting the use of "phone-ins" as a means of audience participation, Paul Bullock commented, "Far more audience participation is needed than telephone calls. Youths should be intimately involved in all phases of the program."

[2] See excerpt from CBC Times on page 27.

As a part of the involvement effort the programming we suggest will utilize several committees comprised of the youths themselves. For example, (1) a "Content Committee," a committee with rotating membership responsible for generating program ideas, (2) a "Criticism Committee," which will criticize the resulting programming, and (3) a "Publicity Committee," which will be responsible for generating posters, slogans to aid in recruitment, etc.

As another part of the involvement effort maximum use will be made of the young people in the production of programming as well as in the programming itself. The values, feelings, of the young people themselves will be the basis of the programming. On location shooting in an environment familiar to the young people will require a remote studio and a "light weight" video remote unit which can be taken into any setting. A detailed discussion of programming and its rationale is presented in Appendix II and III.

Thus, as the young people come to receive area-wide recognition via a high prestige medium, they will also be stimulated to self-expression via an acceptable, creative form, a form that requires concentration, learning, discipline, schedules, deadlines, interdependence of function, and subordination of personal impulses to group objective. It provides a mutually gratifying relationship with the public. These experiences are highly ego-reinforcing in the most constructive sense.

In essence we are dealing with artistic activity, activity which "...comprises the most broadly acceptable form of non-standard behavior, and thus it serves as a bridge between rebellion and conformity. It is granted status and it confers status simultaneously as it permits deviation. Therefore it is an ideal accommodation between rebellion and acceptance; it is a way of turning feelings of being rejected for one's differences into feelings of being valued for those differences."[1]

Thus it is an ideal way of working with and motivating the alienated young. In support of the ultimate objective of recruitment to vocational training opportunities, and in accordance with the near unanimous advice of our consultants, strictly realistic information on job training and job procurement opportunities will be used. Our best information clearly underscores the fact that "leveling," being honest -- realistic -- with the young people is an approach which is most respected and desired by our target audience.[2]

It is the fact of "leveling" which acts as insurance against disappointment over unpredictable "job market" dislocations and other possible negative reactions associated with job placement problems after training -- an all too common problem in our society. Honest examples of success on the part of peers, again in terms of the values of the peer group, who have taken advantage of vocational opportunities will be described.

With proper follow-up work by vocational training facilities there is every reason to believe that the proposed program series would provide a

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1. Ibid (p-5), fn 1.
2. Consultant Comment:
Leonard Ramirez, "I would advise that these programs be structured positively. We tend to underestimate teenagers. Most teenagers appreciate being treated as adults. You can tell them almost anything if it is done honestly and sincerely. Most important, they want adults to level with them. Your attention can be held with strong, straight, off-the-shoulder comments or truisms."
Paul Bullock comments on informality, honesty and non-concealment by saying, "Again, I accept this as almost self-evident."
On the same page Dr. Paul Sheldon comments, "This is extremely important; level with the audience at all times."
Again on the same page Leonard Ramirez says, "I would like to see a 'white paper' commentary which focuses on a specific subject."
Finally, on page 56 Alex Zermeno comments, "Bring the cameras into the neighborhoods."

major motivational breakthrough for any ethnic minority in the poverty class. If the follow-up services offered by the facilities to which we are recruiting are up to par, it is very probable that a major avenue of escape from the poverty cycle would be achieved.

b. Materials to be Developed:

The materials to be developed in the course of the proposed project include (1) approximately 20 highly polished tape or film spot "commercials," (2) as many as 35 programs comprised of one to six program subject segments, (3) selected illustrative programming examples.

c. Contribution to Vocational Education:

Thekkey to vocational achievement for members of the poverty class is motivation. The primary contribution of the proposed program series will be to raise the legel of motivation while at the same time effectively transmitting information on available resources.

d. Project Rationale:

Whereas there is a paucity of literature on our particular target audience, there is even less specific literature on the unique programming we are proposing. In lieu of the literature on our target audience it became necessary to develop information by other means. Thus the primary investigative effort concentrated on the development of a questionnaire based on the findings of a broad interview contact with authorities on the target audience. The questionnaire posed the most meaningful questions derived from our exploratory interviews. They were then administered to a group of consultants who were carefully selected from our many previous field contacts.[1] The results of this questionnaire were tabulated and rank ordered primarily on the basis of consultant concensus. The main output consists

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See Appendix V

of rank ordered program subjects and rank ordered program guidelines. (See Appendix I)

In addition to the above questionnaire a small pre-test survey of three cities (N=111) was used to gain information directly from the youths themselves. An in-depth recorded interview session ("focus study") was executed by an outside research organization as a further check on our findings. Finally, ideas were generated through the use of an advisory committee of state and local leaders who work in areas related to our project. For example, Mr. Wesley Smith, Director of the State Department of Vocational Education, representatives from the California State Department of Employment (the agency responsible for the many youth opportunity centers in this area), representatives from business, the Spanish surnamed community leadership, etc. (For complete listing of members attending our advisory committee meetings, see Appendix VI).

Comparable work done in this area was referred to in the above section (p. 7). . The Office of Economic Opportunity program, "It's What's Happening, Baby" is an excellent example of what we do not propose. To the degree that youthful music was used (in that case, largely the wrong kind) and to the degree that youths were involved in its planning and execution, there is some parallel. However, its short-term, one-shot basis, its failure to build community support and physically reach into the community itself, its failure to adequately research a specific target audience, the fact that its content consisted entirely of music and its undeveloped if not undesirable spot commercials, clearly differentiates it from what we propose.[1]

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[1] Arthur Garcia (Arthur is a teenage polio victim who has the close confidence of Spanish-surnamed youth gangs in East L.A.), "All the people I know that watch th program, 'It's What's Happening, Baby' liked Murray the least because he exag ated. You can tell he's trying to act like the real thing and he's trying to brainwash."

Finally, there is the Performing Arts Workshop efforts, a project in the San Francisco Western Addition, which was recently funded to involve low income youths in constructive artistic activities. The workshop effort and rationale (as quoted above) parallels our own to a large degree. In fact, certain program segments will consist of presentations by the Performing Arts Workshop done especially for our series.

3. OBJECTIVES:

a. General Objectives:

To bring into being a new use of television by creating programming uniquely calculated to attract, involve, inform and thereby motivate disadvantaged youths, vis-a-vis vocational training opportunities, and, to test the effectiveness of this new kind of program in achieving its objectives via a research evaluation design, which is to make use of consecutive surveys, preview panels, group viewing and discussion forms, youth opportunity "intake" follow-up interviews, in the context of a two-city (San Francisco-San Jose) research design.

b. Specific Objectives:

(1) TO MOTIVATE[1]

-- By attracting our target audience through programming done specifically for them.

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[1] Consultant Comment:
Paul Bullock, "The main characteristic of the youngster in your target group, if I may pick only one, is cynicism. They believe in what they can see and in their own environment an experience and distrust either the motivation or the realism (or both) of those who seem to offer promises of tangible and meaningful rewards in the future. You have two major tasks: (1) attract their attention and interest by any device possible, and (2) for getting their attention even for a moment, hit them with something that will challenge this cynicism."
The Youth Training and Employment Project of East Los Angeles, "A primary problem with Latin youth is their lack of confidence in their ability to 'make it' in society through the regular channels. This lack of confidence leads to an absence of effort and great skepticism of anyone who claims to be able to help them. This all begins early and leads to a lack of educational/vocational ski acquisition."

-- By involving young people in program content and selection, to some degree production, criticism, publicity development, and as subject material.

-- By informing youths through polished one minute spots inserted in the programming and through certain portions of the program content itself.

-- By encouraging the development of peer group viewing and discussion forums to reinforce motivation.

(2) TO EVALUATE

-- The effectiveness of the proposed programming in achieving its ends.

-- Which is the most effective KQED viewer recruitment media?

-- The impact of programs on other minorities.

-- The effectiveness of viewer forms in facilitating recruitment.

-- The effectiveness of radio-to-television vs. radio-only as a medium of attracting, informing and motivating.

(3) TO DEVELOP

To develop program guidelines and sample programs that will allow the efficient repetition of similar motivational series throughout the U.S. for various purposes.

4. ADMINISTRATION

The administrative structure is presented in the staffing chart below. A brief description of positions shown on that chart are as follows:

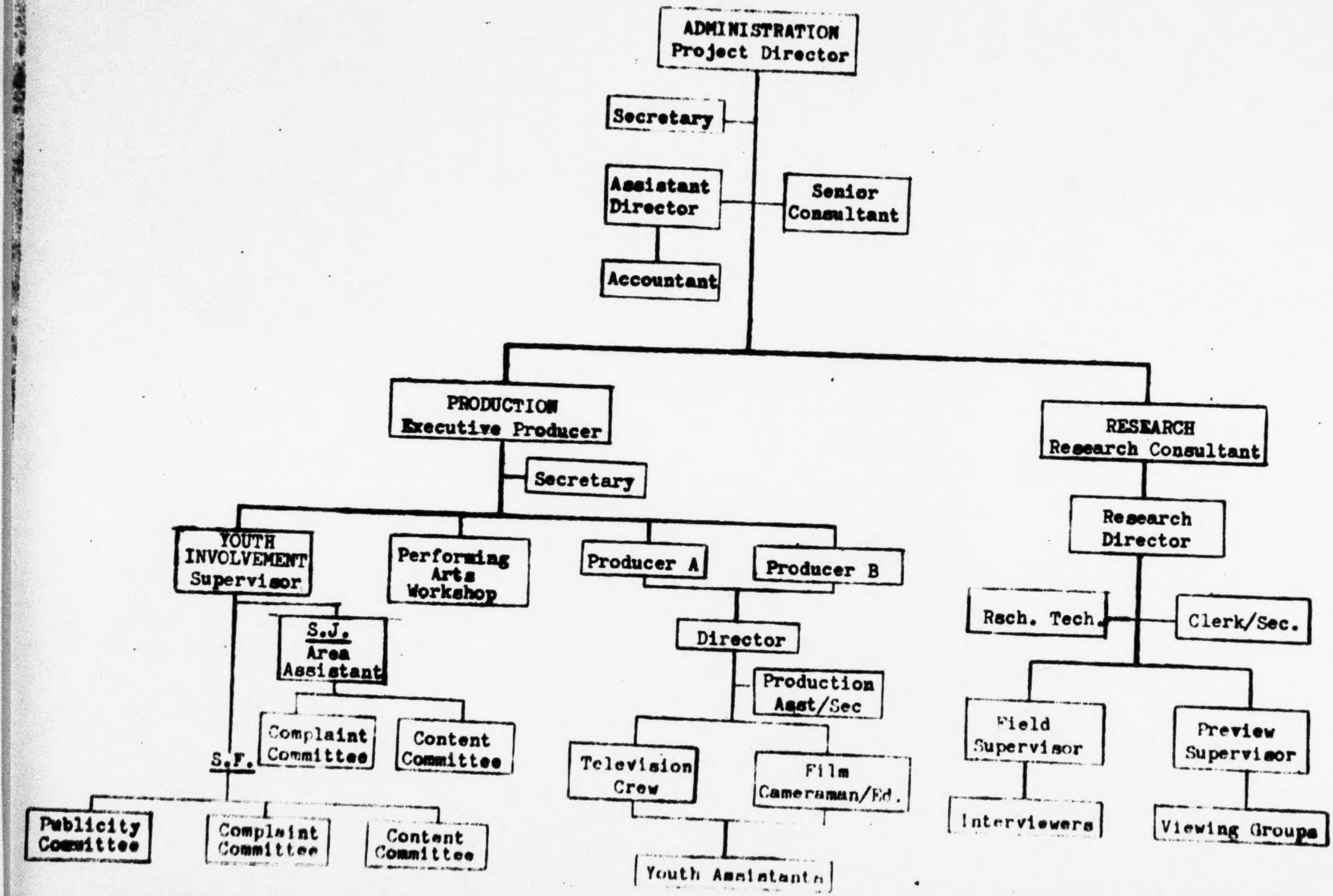
Project Director

The Project Director will be responsible for the execution of all project objectives in accordance with the terms of the contract.

Assistant Project Director

The Assistant Project Director will work closely with the Executive Producer

IMPLEMENTATION STAFFING


ADMINISTRATION
Project Director
Secretary
Assistant Director
Senior Consultant
Accountant
PRODUCTION
Executive Producer
Secretary
YOUTH INVOLVEMENT Supervisor
Performing Arts Workshop
Producer A
Producer B
S.J. Area Assistant
Complaint Committee
Content Committee
S.F.
Publicity Committee
Complaint Committee
Content Committee
Director
Production Asst/Sec
Television Crew
Film Cameraman/Ed.
Youth Assistants
RESEARCH
Research Consultant
Research Director
Rsch. Tech.
Clerk/Sec.
Field Supervisor
Preview Supervisor
Interviewers
Viewing Groups

and Research Consultant in the implementation of the project as well as attending to routine administrative matters.

Accountant

The Project Accountant will be responsible for maintaining the necessary controls on the utilization of the project budget.

Senior Consultant

The Senior Consultant will provide legal advice and will conduct a continuing investigation of opening training and job opportunities.

Executive Producer

The Executive Producer will make final decisions regarding program subjects, scheduling, manpower utilization, etc. and will be responsible for the production of all "commercials."

Youth Involvement Supervisor

The Youth Involvement Supervisor will be responsible for locating and selecting the youths as talent, supervise the various youth involvement committee meetings, develop talent resources and supervise a San Jose assistant

Performing Arts Workshop

The Performing Arts Workshop will be under contract to produce 40 minutes of programming for the program series using talent developed by our own coordinator.

Producers

The producers will be responsible for supervision of the execution of the shooting assignments provided by the Executive Producer.

Director

The Director will be responsible for the actual direction of the productio work, working closely with the television production crew and film cameramen as needed.

Research Consultant

The Research Consultant will be responsible for the basic research design and any subsequent revisions of the research design.

Research Director

The Research Director will be responsible for the final execution of the research design.

Research Technician

The Research Technician will execute statistical analysis as required by the project.

Field Supervisor

The Field Supervisor will be responsible for the execution of field interviewing.

Preview Supervisor

The Preview Supervisor will be responsible for the preview and form viewing panels in accordance with the requirements of the research design.

b. Use of Advisory Groups

The use of advisory groups is not planned except that the project will work closely with the youth opportunity centers of the California State Department of Employment as well as other organizations it services. The project is in essence designed to test and refine the information, derived from consultants and other sources, during the proposal phase. The primary source of program advice will be largely a function of suggestions from the young people themselves and the professional knowledge of the program production staff. Knowledge of impact or effectiveness is built into the researc design to provide continuing feedback.

5. PROCEDURES

The major elements of the operational plan are:

a. The physical and staff facilities:

The first action will be to procure the requisite lightweight video equipment and remote studio facility in the San Francisco Mission District.[1] Concurrent with this effort would be the appropriation of the requisite administrati and technical staff. Procurement of a telephone cable link to our transmitter and minor adaptations of the building selected will be necessary. Early involvement efforts and the talent search would commence immediately. The Performing Arts Workshop would begin working with the youths selected for its programming contribution.

b. Program Development:

Program development would begin in experimental form as soon as the physical plant is ready. The program content committee would be selected and set to work as soon as young people could be found to man the committee. Some informal pre-testing of program segments would make use of the criticism committee. As the project approached the air-time deadline, it would have accumulated a considerable store of completed program segments as well as enough polished commercials to cover the first few weeks of broadcasting. At least a month prior to broadcasting, program segments would be formally pre-tested using the CBS program analyzer. By air-time, a full two week supply of pre-tested programming would be ready for airing.

c. Cooperating Agencies:

At the very outset of the project a major effort would be made to contact all possible agencies that our program series might serve. It is expected tha

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[1] See discussion of equipment requirements in Appendix III.

the series will basically service the needs of the youth opportunity centers of the California State Department of Employment. Final arrangements will be made with all such agencies so that our recruitment efforts will fit in with existing training and job opportunities. A close liaison will be maintained with all such agencies so as to quickly detect conditions of overload, new opening opportunities, etc. Programming "commercials" and some program segments will take into full consideration the offerings, and requirements of the agencies served.

d. Participants:

Whereas the program envisioned is specifically designed to develop programming to provide a motivational breakthrough for the Spanish surnamed youths, there is no reason to doubt that the programming developed will have a comparable impact on other youths of the poverty class. In practice, the selection of talent will include members of other racial or ethnic groups in approximate proportion to their natural mix in the neighborhoods wherein the programming is done.

e. Population and Intake Estimates:[1]

1965 population projections for the three counties under consideration, i.e. San Francisco, Alameda and Santa Clara counties, show the following population levels for the Spanish-surnamed versus the other peoples:

	Spanish Surnamed	Other Peoples
Three county total:	238,500	3,090,900

The total 16-21 year old Spanish-surnamed population is: 26,500

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[1] See Appendix VIII for details.

The best minimum estimate of the Youth Opportunity Center (etc.) gross "intake" is based on comparable actual statistics from the Youth Training and Employment Project of East Los Angeles. It is important to point out that the YTEP effort did not make use of the mass media in their recruitment effort thus the estimate below should be taken as a minimum figure. It is very possible that the Spanish-surnamed gross "intake" level will be two or even four times the minimum estimate. The 16-21 year old Spanish-surnamed gross "intake" estimate is:

1st month:	265
1st year:	1,565
2nd year:	3,129

In addition to the Spanish-surnamed estimate, it is very likely that gross "intake" will be swelled by youths from the non-Spanish-surnamed population. If for example, the nonwhite youths respond at 50% of the YTEP level, the gross "intake" for the first year would be raised by 1,300 youths to a minimum of 2,865. Again, it must be pointed out that this latter figure could be doubled or even quadrupled as a result of the use of the mass media.

While these estimates are anything but firm, except as minimums, it should be stated that no better estimates are available through any agency we contacted, and we pressed extremely hard for information on this matter.[1]

f. The Programming

The programming will consist of a bi-weekly half hour program series for a period of roughly four months. Each program will be broken down into from one to six segments of subject material, which is almost entirely determined the youths themselves.

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[1] See letter from the California State Department of Employment, Appendix VIII,

The inputs to the program will often include settings in the actual environment of the target audience and will make maximum use of the target audience and persons or things of special interest to the target audience. Some of the program segments will deal with subjects directly pertaining to vocational training, but these segments will for the most part be selected in accordance with the interests of the young people and treated in a fashion acceptable to the target audience.[1]

g. The Research Design:

The research design is described in detail in Appendix VII of this proposal. In brief, the research design is to use a CBS program analyzer in pre-testing the programming to be aired. It is to make use of peer group viewing and discussion forms in a test of the effectiveness of this deliberately contrived second step in mass communications.[2] Surveys are to be conducted at different times throughout the program series in order to determine the general acceptance and impact of the programming, and at least one survey will be conducted with those recruited to the various agencies we serve by the programming as a means of getting a clearer picture of those with whom the programming was successful. The research design will test the relative effectiveness of various media in recruiting to KQED by comparing the results of the programming in two separate cities (San Francisco and San Jose). Efforts to control for the differences between the cities will be made in the subsequent statistical analysis.

h. Time Schedule:

Beginning April 1, 1966 and ending April 30, 1967.

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1. See Appendixes I and II.
2. The use of peer group viewing and discussions in conjunction with televised programs was suggested as a potentially effective way of achieving the desired motivation. This concept is discussed in Appendix VII, p-58.

6. DISSEMINATION:

Immediate dissemination, of course, will be through broadcast transmissions. More important, the results of our development would result, namely, a program development handbook and example tapes, so that our prospective accomplishments may be utilized in cities throughout the country. The dissemination of this latter output would be through federal and local agencies concerned with the vocation training, etc. of disadvantaged youths.

Programming will be developed in accordance with guidelines and subject material covered by the work of the proposal phase and by subsequent information generated by the research portion of the implementation phase. For example, the consecutive surveys, the preview panels, group viewing discussion, forums and youth opportunity centers intake interviews will provide a means of evaluating success in these objectives.

The reinforcement of motivation will be achieved by the continuity of our efforts to attract, inform, motivate, and by the encouragement of peer group viewing and discussion forms which will allow the sanction of the peer group to reinforce what it has seen on television (the Stanford concept). The effectiveness of this latter form of motivation reinforcement will be carefully examined by the varying survey techniques and by the sampling of actual intake at the various agencies we serve.

The evaluation of radio-ETV vs. radio-only as an effective means of attracting, informing and motivating to recruitment can be determined only if distinct differences in effectiveness appear. This is due to contamination. A more precise test of this question would require a comparison between similar cities that are not within the same television transmission pattern. In short, with the given geographic limitations, etc., the effective evaluation of this secondary objective is not assured, but may be possible.

The impact of programming on other minorities will be achieved largely through the analysis of interviews with a diverse sampling of the youth opportunity center "intake."

In conclusion, the entire development and research effort will make it possible to achieve the final objective, namely the development of program production guidelines and subject material that may be used together with example tapes for similar purposes by other agencies throughout the country.

8. PERSONNEL

Below is a brief description of the work experience and qualifications of the principal investigators:

Project Director

This position is open. The current project director, Mr. Clayton L. Stouffer, is available to help the project at critical phases on a consulting basis. However, by the time of implementation it is unlikely that he will be available on a full-time basis due to full-time commitments to other work. (Prior to his work as project director on the proposal phase of this project, Mr. Stouffer had conducted research for KQED in the area of audience financial support. He is a graduate of the University of California with a major in the social sciences, including considerable training in research techniques. Following his graduation he became an economic analyst with Video Product Planning Department of Ampex Corporation. Two years ago he left that position to embark upon a research project with cooperation of Dr. Peter Odegard, Professor of Political Science at the University of California, which will culminate in his Masters Degree).

Research Consultant

The Research Consultant for the project is to be Dr. Douglas A. Fuchs. Dr. Fuchs was recommended by Dr. Charles Y. Glock, the Director of the Survey Research Center of the University of California. As the prospective implementor, Dr. Fuchs was used to write the supplement to the Stanford implementation proposal. Dr. Fuchs is a professor of Journalism at the University of California and a Ph.D. graduate of the Institute of Communications and Research at Stanford University.

9. FACILITIES

It will be necessary to add lightweight television equipment to the facilities of the applicant on a lease basis. The need for this special new equipment is discussed in detail in Appendix III.

In addition, it will be necessary to rent space in the neighborhood of the target audience in order to establish a small auxiliary studio. It is very likely that minor adaptations will be required in order to provide partitioning for the various administrative and research functions. In addition, one very small office will be required in the San Jose area to provide space for the local content and criticism committees and the field research supervisor.

The actual production of programming will involve remote recordings done in a wide variety of settings.

10. OTHER INFORMATION:

a. There is no support available for the implementation for this proposal from any source, including the transmitting institution. There is a possibility that some funds might be made available under the Compensatory Education Act.

b. This proposal has not been submitted to any other agency or organization.

c. This proposal is an extension of an investigation and proposal writing phase currently supported by the Office of Education. The supported program is ORP Project #061, contract No. OE-5-85-022.

11. CONSIDERATION BY THE STATE BOARD FOR VOCATIONAL EDUCATION:

From the inception of the original proposal prior to the funding of the proposal phase of this project, Mr. Wesley Smith, Director of the California State Department of Vocational Education, has been consulted. Mr. Smith was in attendance atone of our advisory committee meetings.

12. BUDGET

The budget for the proposed project is on the attached page. The complete budget may be seen in Appendix IV.

The estimated cost per recruit will, of course, vary from metropolitan area to metropolitan area. As the total population increases, the cost per recruit decreases as the project costs are basically fixed. Thus in the three counties in which we propose to operate the pilot program, the cost per recruit would be in the probable range of from $200 per recruit (based on minimum gross "intake" estimate, page 15) to $47 per recruit (based on a gross "intake" that is four times the minimum). If a response four times the minimum for Spanish-surnamed and nonwhite youths is used, the cost per recruit would drop to $27. If all youths in all counties reached by our transmitter were included, or if we considered a metropolitan area the size of New York City, the per capita cost would be correspondingly lower.

It is of interest to note that the average cost of rehabilitation for each youth that finally comes into conflict with the law is in the neighborhood of $25,000.

13. [illegible]

a. [illegible]:

SUMMARY OF PROPOSED BUDGET

A. Administration and Production

DIRECT COSTS		TOTAL FEDERAL
Personnel		$ 169,030
Supplies and Materials		19,100
Services		1,200
Other		94,050
INDIRECT COSTS		
Overhead at 12%		34,010
	TOTAL COST:	317,390

B. Research

DIRECT COSTS		
Personnel		36,960
Supplies and Materials		4,000
Services		47,840
INDIRECT COSTS		
Overhead at 12%		10,650
	TOTAL COST:	99,450

TOTAL PROJECT COST: $ 416,840

13. ATTACHMENTS

a. Instruments

The instruments to be used in the research portion of this project are not presently developed. However, the several pages of sample items are contained in Appendix VII of the original research design by the Stanford Institute of Communication Research.[1]

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[1] See Appendix.

7

SUPPLEMENTARY COMMENT SECTION

I. Dworkin's study on, "Stereotypes and Self Images Held by Native Born and Foreign Born Mexican Americans," indicated that there was a polar dichotomy between the native born Mexican American and the foreign born Mexican American regarding strong family ties. A significant number of native born Mexican Americans disagreed that Mexican-Americans had strong family ties. (See "Sociology and Social Research," Volume 49, January, 1965, No. 2, pages 214-224)

II. The Yinger study indicates that in urban areas Spanish-surnamed Mexican-American children (1) speak English, (2) attend church irregularly to please their parents, (3) do not belong to Mexican clubs, (4) become competitive, (5) give up holiday celebrations after marriage, and (6) settle down as American working-class people. (George E. Simpson and J. Milton Yinger, "Racial and Cultural Minorities," 1958, pages 528-530).

III. (Fortune Magazine, April, 1965, page 130, "What Hit Teenagers?") Charles Silberman comments, "Coming from an impoverished background adds an additional burden to being young and life can seem to be over before it has even started...while 2/3 of the dropouts have IQ's within the normal range (and since most are from impoverished families, the IQ scores are probably depressed from what they could be) he feels he cannot learn. When he first came to school he failed to learn to read, but he did not come equipped with the verbal skills and concepts which are natural to the middle class child. The school now teaches such children that they cannot learn, making them sullen and angry. Dropouts want to succeed, but they have always failed. This is going to affect job performance. The dropout is conditioned with the idea that he is stupid and cannot solve problems so he withdraws from situations which present problems. Academic failure reinforces the slum child's sense of being trapped in an alien, hostile world where there is no way out -- no legitimate way -- to make it.

IV. Finally, in the spring edition, 1961, of Daedalus, pages 233-246, in his article entitled, "The Uses of Fraternity," Kenneth Benne concludes that the peer group now holds the predominant role in socialization. He suggests that it is now possible to use peer group as a means of developing mature, self-actualizing, interdependent individual members. To do this, he suggests that it is necessary to reevaluate the role of authority in the socialization process, and authority figures must learn a new respect for peer group processes as a potential for either growth or stultification. He suggests that the use of peer group relation should be tried in a broader context than is presently the case.

8

Show for Young Adults

Sundays at 2 p.m.
tv from January 9

An exciting new magazine series for students and young adults, relating them to the adult world and to each other by taking a far-reaching look at today through the eyes of those who will inherit it tomorrow, begins this Sunday, January 9, on CBC-TV. It will include dramatic and musical presentations, panels, interviews, discussions, sports, on-the-spot film, dance, documentaries — just about anything that will give young Canadians a vehicle for expressing their ideas and interests.

Perry Rosemond, series producer, says it's an "experimental series that will involve young people at every level of production—as researchers, panelists, interviewers, performers, members of the studio audience. It's a challenging project, and of course the veneer of professional performance won't be there, but we hope that the vitality of the young people involved will make up for it. Older people will appear as guests and informed observers, from time to time, and we're planning to include segments of the show from various regions of Canada. Young adults need—and want—as balanced programming as older viewers, and this we plan to give them.

"The mainstay of our crew will be a permanent senior council of 50 students recommended by principals of Metro Toronto schools, whose major contribution will be researching, interviewing people, keeping us informed about activities, trends, interesting personalities in the young adult world.

"Many adults have the notion that teenagers aren't capable of much, and of course the kids respond by giving back this notion in spades. But we have found them reliable when you show you have confidence in them. They're incredibly well informed, and quite idealistic — so much so that on the program we have to parallel their ideas with some down-to-earth, practical guests who know how to balance idealism with objectivity."

In the first show, jazz drummer and teacher Ed Thigpen (a former member of the Oscar Peterson Trio) talks about his theory of "disciplined freedom" in music, and illustrates it with percussion accompaniment to a Mack Sennett comedy. The Mark IIs, a new folksong group led by singer-composer Mark Stone, sings *A Land of Good and Plenty, Wall of Iron*, and *I Dream* (which Stone wrote especially for this show).

Supplementary Service for tv Network Rebroadcasters

Supplementary service for Trail, Rossland, Nelson, Cranbrook, Kimberley, Kinnaird and districts. SATURDAY, Jan. 8: 10 p.m.—Alberta Game Farm. 10:15 p.m.—Let's Look; 10:30 p.m.—Jazz Scene, U.S.A. MONDAY, Jan. 10: 12 noon—Bachelor Father; 1 p.m.—Girl Talk; 6 p.m.—Follow the Leader; 6:30 p.m.—Addams Family; 7 p.m.—7 O'Clock Show; 10:30 p.m.—To be announced. TUESDAY, Jan. 11: 12 noon—Bachelor Father; 1 p.m.—Girl Talk; 6 p.m.—Feature, Ballad of a Soldier; 7:30 p.m.—Reach for the Top. WEDNESDAY, Jan. 12: 12 noon—Bachelor Father; 1 p.m.—Girl Talk; 6 p.m.—Provincial Affairs; 6:15 p.m.—Outdoors; 6:45 p.m.—[illegible]; 7:15 p.m.—7 O'Clock Show. THURSDAY, Jan. 13: 12 noon—Bachelor Father; 1 p.m.—Girl Talk; 6 p.m.—Feature, The Happiest Days of Your Life. FRIDAY, Jan. 14: 12 noon—Bachelor Father; 1 p.m.—Girl Talk; 6 p.m.—Wrestling; 7 p.m.—7 O'Clock Show; 7:30 p.m.—Sportsview/Skiview.

CBC-TV NETWORK

CBUT	Vancouver	Channel 2
CBUT-1	Courtenay-Comox & Powell River	Channel [illegible]
[illegible]	Rossland-Trail	Channel [illegible]
[illegible]	[illegible]	Channel [illegible]
[illegible]	[illegible]	Channel [illegible]
[illegible]	[illegible]	Channel [illegible]
[illegible]	Dawson Crk.	Channel [illegible]
[illegible]	[illegible]	Channel [illegible]
[illegible]	[illegible]	Channel [illegible]
[illegible]-TV	Pr. George	Channel [illegible]
§ [illegible]	Terrace	Channel [illegible]
CHEK-TV	Victoria	Channel [illegible]

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§ Non-connected network stations which carry CBC-TV programs by delayed rebroadcast

CBC RADIO NETWORK

Vancouver—CBU	690 kcs.
[illegible]—CKZU	6.16 mcs.
FM—CBUFM	105.7 mcs.
Prince Rupert—CFPR	[illegible] kcs.
Campbell River—CFWB	1490 kcs.
Chilliwack—CHWK	1270 kcs.
Courtenay—CFCP	1440 kcs.
Duncan—CKAY	1500 kcs.
Kamloops—CFJC	910 kcs.
Kelowna—CKOV	630 kcs.
[illegible]	1230 kcs.
[illegible]	1350 kcs.
Penticton—CKOK	800 kcs.
Port Alberni—CJAV	1240 kcs.
Prince George—CKPG	550 kcs.
Terrace—CFTK	590 kcs.
Trail—CJAT	610 kcs.
Vernon—CJIB	940 kcs.
Victoria—CJVI	900 kcs.
Whitehorse—CFWH	570 kcs.

CBC RADIO REBROADCASTERS

Ashcroft—CBRT	[illegible] kcs.
Burns Lake—CBRB	1170 kcs.
Castlegar—CBUD	1080 kcs.
Chase—CBUH	[illegible] kcs.
Christina Lake—CBRI	[illegible] kcs.
Clinton—CBUU	1070 kcs.
Cranbrook—CBRR	[illegible] kcs.
Creston—CBRM	745 kcs.
Fernie—[illegible]	790 kcs.
Field—CBRD	[illegible] kcs.
Fort St. James—CBUV	1070 kcs.
Fort St. John—CBUW	1110 kcs.
Golden—[illegible]	[illegible] kcs.
Grand Forks—CBRJ	[illegible] kcs.
Greenwood—CBRO	[illegible] kcs.
[illegible]—CBRH	1110 kcs.
Hope—CBUZ	[illegible] kcs.
[illegible]	[illegible] kcs.
100 Mile House—CBUS	[illegible] kcs.
[illegible]	[illegible] kcs.
Kimberley—CBRK	[illegible] kcs.
[illegible]	[illegible] kcs.

[illegible]

APPENDIX I

Program Guidelines and Ideas

Rank Order	Guidelines	Validity Ratings -	 +	 ++	 +++	Page #	Question #
1	Do maximize audience participation (during programs, etc.)			2	5	10	8
R 2	Emphasize that work is rewarding in terms of money, status, and freedom of action			2	4	10	10
2	Show objects from kid's culture to make scenes more credible			1	6	9	7
2	Incorporate programming into immediate needs			2	4	12	2
3	Show how needs & values of kids overlap with those of society			1	6	9	6
3	There is little homogeneity in Latin community. (Negated)	5	2			34	16
3	Peer group is an influence in socialization			2	5	38	25
R 4	Affluence, status, freedom of action are main "immediate" gratification values of the working-class male teenager		1	2	4	5	5
4	Facilitate instantaneous low-latency responses to what's presented on air, e.g., for following through with getting info on vocational training			2	4	10	9
5	Maximize source credibility and prestige via honest, unbiased, knowledgeable sources		1	1	5	8	5
6	Emphasize necessity of perseverance in the processes of training, job-hunting, getting ahead			3	4	33	12
R 7	Don't try to shift values	3	2		2	7	1
7	Keep informality, honesty, non-concealment		2	3	2	11	13
7	De-emphasize vicious competition	1		3	3	34	14
7	Folk Catholicism is important to Spanish youth (Negated)	6	1			37	24
R 8	Don't tell (coerce) the audience; rather let them know more subtley (even ask)	2		1	4	7	2
8	Reach kids via parents	3	3		1	35	17
8	Appropriate to use English language almost exclusively		2		5	37	23

PROGRAM GUIDELINES AS RATED BY CONSULTANTS (CONTINUED)

Rank Order	Guidelines	Validity Ratings -	+	++	+++	Page #	Question #
9	Don't use the highly educational -often pedantic- material, even though "reputable"			1	6	7	3
9	Seek out the meaning to the kids of relevant aspects of their environment, so that the programming is meaningful		1		4	12	1
9	Use discussions with parents (exclusively) in which talk is about vocational training for young people	5	1		1	36	21
10	Teen sub-culture predominates in community awareness by Latin (and other) teens	1	1	4	1	3	2
10	"For the male Latin teenager there is an enormous premium placed on an overt masculinity..." ("machismo")	1	2		4	6	7
11	Overt affluence displayed leads to status and freedom of action. "Square" world of adults is restrictive of freedom of action. Don't create sense of this restriction.	2			5	5	6
11	Include information on in-school vocational training	1	1	1	4	36	22
12	Verbal responses to our questions (e.g. on already-administered questionnaire) are of questionable validity			3	4	8	4
12	Important to show high-achievement Anglos pursuing Latin interests	6			1	34	13
13	Emphasize that work is masculine	2	2	3		10	11
Miscellaneous:	a. Best to have flexible mixture of formats (both magazine type & single subject type)					31	6c
	b. Best to reach kids via teen culture					31	7b
	c. Kids don't view KQED because of the "educational" stigma; also, they don't attend to TV as much as to radio in general		1		6	4	3
	d. Kids seldom go to Spanish movies; they read little (about on par with members of comparable socio-economic groups of the same age)				7	4	4
	e. Musical preference for Latin youth would be in this order: (1) Anglo rock&roll; (2) Latin rock&roll; (3) Latin popular					35	19

(A Very Likely Program Usage Schedule)*

PRODUCTION FACILITY REQUIREMENTS

	STUDIO	LIVE	MOBILE UNIT	VIDEO TAPE	VIDEO TAPE EDIT	STILL PHOTOS	REHEARSAL	TRANS. OF TALENT	SET CONSTRUCTION	COSTUMES	AUDIENCE SEATING	TELEPHONE SET - UP	MICROWAVE	FILM - SILENT	FILM - SOUND	AUDIO ONLY	STOCK FOOTAGE	LENGTH	NUMBER	TIME
Total Usage - (frequency)	27	12	29	28	18	3	6		4		3	4	1	15	16	4	1		248	1045
PROGRAM SUBJECTS																				
1. Audience Participation																				
a. Opinion Phone-In (Open Subject)	x	x										x						5'	8	40
b. Forums Offering Opinions On Programming (Viewer Forms)			x	x														3	4	12
c. Go live to Viewer Forms, Street Corners, Hangouts, for inserts during a show.			x										x					5	4	20
d. Run an Auction (Kids will pick items)	x						x					x						20	2	40
e. Improvisational Drama with Audience Acting, Predicting, Describing Outcome by Phone	x	x					x		x			x						15	2	30
f. Write-Ins (For information, to criticize programs, to offer suggestions, etc.)																		1	16	16

*Actual selection of programming will be decided by youths themselves (Content Committee). The selection presented here is what our research indicates is very likely to be chosen by the youths.

PRODUCTION FACILITY REQUIREMENTS

PROGRAM SUBJECTS	STUDIO	LIVE	MOBILE UNIT	VIDEO TAPE	VIDEO TAPE EDIT	STILL PHOTOS	REHEARSAL	TRANS. OF TALENT	SET CONSTRUCTION	COSTUMES	AUDIENCE SEATING	TELEPHONE SET - CF	MICROWAVE	FILM - SILENT	FILM - SOUND	AUDIO ONLY	STOCK FOOTAGE	LENGTH	NUMBER	TIME
1. Audience Participation (continued)																				
g. Louis Lomax Format (Disc Jockey, etc. MC gets interview with live audience and live guest confrontation by kids.)	x	x		x							x							30	4	120
h. Dance-Party	x	x	x								x							15	3	45
i. "Bring-In" (Animate)--Talented kids, best-looking girls, best dancers, sharpest looking "dudes", etc.	x	x					x											3	5	15
j. "Bring-In" (Inanimate)--Things: eg. Auto-Put-Put Car, Movies, etc.	x	x												x				3	5	15
k. Competition (between areas)																				
1) Weight lifting, Boxing, Arm Wrestling	x	x																2	4	8
2) Bands, Dancing, etc.	x	x	x	x														6	3	18
3) Number of kids joining YOC's and San Francisco vs. San Jose																		1/2	16	8
4) Sports car Rally via bus--or how far on a single ticket														x				5	1	5
5) Fishing Derby														x				2	3	6
6) Competitively Repairing something (outboard, radio)broken	x	x	x															3	4	12
7) Pool Contests			x	x										x				10	1	10

PRODUCTION FACILITY REQUIREMENTS

PROGRAM SUBJECTS

1. Audience Participation (Continued)

	STUDIO	LIVE	MOBILE UNIT	VIDEO TAPE	VIDEO TAPE EDIT	STILL PHOTOS	REHEARSAL	TRANS. OF TALENT	SET CONSTRUCTION	COSTUMES	AUDIENCE SEATING	TELEPHONE SET - UP	MICROWAVE	FILM - SILENT	FILM - SOUND	AUDIO ONLY	STOCK FOOTAGE	LENGTH	NUMBER	TIME
l. Offer jobs on the Air-"Dial for Work"	x	x										x						2	16	32
m. Have youth prepare own documentaries						x								x	x	x		12	2	24
n. Have youth prepare own news shows	x	x	x	x	x	x								x	x	x		4	8	32
o. Have information center with information on legal, health, marriage, financial, educational, etc.	x	x	x	x	x									x	x	x		5	4	20
p. KYA-KDIA Radio listeners with magic number/winners receiving reward on KQED programming; for example-premium give-away such as top records																		1	16	16
q. Audience submits gags and cartoons and votes on merits of same																		2	8	16
r. Audience submits Program ideas; Program committee selects several; audience votes on Committee selection																		1	12	12
s. Have kids knock KQED programs and Youth Opportunity Center Programs (done in field (fast pace).)						x								x	x			10	3	30
t. One program on how a program is put together--emphasizing roll of kids in its production	x		x	x	x										x			30	1	30

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PRODUCTION FACILITY REQUIREMENTS

PROGRAM SUBJECTS

2. Values and Needs

PROGRAM SUBJECTS	STUDIO	LIVE	MOBILE UNIT	VIDEO TAPE	VIDEO TAPE EDIT	STILL PHOTOS	REHEARSAL	TRANS. OF TALENT	SET CONSTRUCTION	COSTUMES	AUDIENCE SEATING	TELEPHONE SET - UP	MICROWAVE	FILM - SILENT	FILM - SOUND	AUDIO ONLY	STOCK FOOTAGE	LENGTH	NUMBER	TIME
a. Suggestions on new fashions, dress, and habit	x													x				4	2	8
b. Discussions of gangs with former "grown" members			x	x	x									x	x			10	4	40
c. Interviews (short) with those "dudes" who have made it															x			4	3	12
d. Food preparation and new foods for teenagers (fads), what to buy at the market	x						x		x					x				4	1	4
e. Use "borderline" youngsters eg. film of Gabino at Work "Youth for Service Center"														x	x			10	2	10
f. Automobile mechanic working at home (how skills save money)			x	x	x													6	3	18
g. Girls attitudes towards boys (roundtable discussion of dating habits, what girls like in a man)			x	x	x													15	2	30
h. Interviews with kids about training (relevants, hangups, fun, etc.)			x	x	x													7	1	7
i. Go to Youth for Service meetings			x	x	x															753
j. Informal discussions with kids on what they want, their feelings, problems of status, alienation, etc.			x	x	x													12	3	36

PRODUCTION FACILITY REQUIREMENTS

PROGRAM SUBJECTS	STUDIO	LIVE	MOBILE UNIT	VIDEO TAPE	VIDEO TAPE EDIT	STILL PHOTOS	REHEARSAL	TRANS. OF TALENT	SET CONSTRUCTION	COSTUMES	AUDIENCE SEATING	TELEPHONE SET - UP	MICROWAVE	FILM - SILENT	FILM - SOUND	AUDIO ONLY	STOCK FOOTAGE	LENGTH	NUMBER	TIME
2. Values and Needs (continued)																				
k. Reverse roll satire with actual authority figures	x						x		x									5	2	10
l. Why Latins drop out of school--documentary etc. by the kids themselves			x	x	x									x	x			10	1	10
3. Teen Culture																				
a. Beauty Contest	x		x	x							x							10	1	10
b. Teenage Activities Bd. (Very Important)	x																	3	16	48
c. Visit High School at lunchtime and after school			x	x	x													10	1	10
d. Do walking interviews with kids in neighborhoods			x	x	x													5	3	25
e Interviews with kids in record shops, creameries, etc.			x	x	x										x			5	4	20
f. Talk on "slang" English/Spanish mixed	x		x	x														5	1	5
g. Teen humor skits	x						x		x									3	3	90
h. Teen car show (Custom and other innova.)	x		x	x														10	2	20
i. Teach new dance steps	x		x	x														4	2	8

PRODUCTION FACILITY REQUIREMENTS

PROGRAM SUBJECTS	STUDIO	LIVE	MOBILE UNIT	VIDEO TAPE	VIDEO TAPE EDIT	STILL PHOTOS	REHEARSAL	TRANS. OF TALENT	SET CONSTRUCTION	COSTUMES	AUDIENCE SEATING	TELEPHONE SET - UP	MICROWAVE	FILM - SILENT	FILM - SOUND	AUDIO ONLY	STOCK FOOTAGE	LENGTH	NUMBER	TIME
4. Kids and the Real Society																				
a. How to get a job																				
1) Panel discussion on how to bring off an employment interview successfully	x			x														5	1	5
2) Candid Camera or "silent testimony" approach to actual job interview situation			x	x	x									x	x			2	5	10
3) What kind of job to look for and where to look--want ads, employment serv. etc	x																	2	2	4
b. Kids arguing Vocational Training vs. Immediate job	x		x	x	x													12	1	12
c. In depth program on job training centers (YOC, Camp Parks, Hayward, etc)			x	x	x										x			12	1	12
d. How to organize to fight youth connected community problems			x	x	x									x	x			3	2	6
e. Show kids taking part in community social service projects			x	x	x									x	x			3	2	6
f. Tell of opportunities for trained "Latins" in Peace Corps, Foreign Service, Alliance for Progress, etc. -- overseas																	x	2	4	8
g. Show a "Latin" of note once a week (who has contributed in a major way to his society)															x	x		1	8	8
h. Do prog. on main ramps to Main St. of society	x		x	x												x		1	8	8

PRODUCTION FACILITY REQUIREMENTS

PROGRAM SUBJECTS

5. SPOTS

a. Cinima Verite - Youths buying clothes etc. with money earned

b. How much five guys earn (Question: What do these youths consider a good wage?)

c. What you can get for $20 a week (in school)?

d. What you can buy for $125 a week (income after training)

e. Show how son's earning power enhances family's prestige

f. Show how son's earnings can help set up Father in business or buy parents home.

g. Actual job openings

h. Information on training programs--counseling, curriculum, loc tion shots, etc.

STUDIO	LIVE	MOBILE UNIT	VIDEO TAPE	VIDEO TAPE EDIT	STILL PHOTOS	REHEARSAL	TRANS. OF TALENT	SET CONSTRUCTION	COSTUMES	AUDIENCE SEATING	TELEPHONE SET - UP	MICROWAVE	FILM - SILENT	FILM - SOUND	AUDIO ONLY	STOCK FOOTAGE	LENGTH	NUMBER	TIME

APPENDIX II

Programming

INTRODUCTION TO MODEL PROGRAMS AND SEGMENT EXPLANATIONS

This material is divided into two parts:

1. A run-down of nine suggested programs (PROGRAM SEGMENT AND TIME GUIDE).
2. A detailed explanation of each of the program segments mentioned (SEGMENT DESCRIPTIONS).

The words "suggested programs" must be emphasized. These are model programs. That is, they are prepared only to give the reader a sense of how we will apply the guidelines and principles we have established through our research. Until implementation when the youths are actually deeply involved in the process, it is impossible to pin down the specific details of the segments or their exact arrangement. However, the model programs do present the type of segments our best consultant information indicates the youths are likely to choose; and they reflect our ideas about content, pacing, sequencing, and continuity.

In the SEGMENT DESCRIPTION section, a segment type is described only once. The identifying letters, e.g., (a), (b), etc., of the PROGRAM SEGMENT TIME GUIDE, indicate the corresponding descriptions in the SEGMENT DESCRIPTION section.

PROGRAM SEGMENT AND TIME GUIDE

	SEGMENT	TIME (Minutes)
Program #1		
(a)	Dancing	9
(b)	"Dude"	4 one minute segments (combined with dancing)
	Dancing	5
(c)	Commercial	1
	Dancing	3
(d)	Bring-in (emr)	4
	Commercial	1
(e)	Dial-jobs	2
Program #2		
	Dancing	9
	Commercial	1
(f)	Girls' attitudes toward boys	15 (combined with dancing and teenage activities)
(g)	Teenage Activities info	1
	Commercial	1
(h)	Kind of job to look for	2
Program #3		
	Commercial	1
(i)	Music	3
(j)	Studio Audience questions	15
	Music	5
	Commercial	1
	Dial jobs	2

	SEGMENT	TIME
Program #4		
	Commercial	1
	Teenage Activities	0.5
(k)	New Dance Steps	4
(l)	Souping-up car	6
	Teenage Activities	0.5
(m)	Documentary	12
	Commercial	1
	Teenage Activities	1

MONTH TWO

	SEGMENT	TIME
Program #5		
	Commerçial	1
	Bring-in (Band)	4
(n)	Opinion phone-in	5
(o)	Teenage humor skit	3
(p)	Gripes (from hang out)	5
(q)	Information Center	5
	Dial jobs	2
	Commercial	1
Program #6		
	Dancing	5
	Teenage Activities	0.5
	Commercial	1
(r)	Cartoons from audience	1
	Dancing	3
	Teenage Activities	1

SEGMENT	TIME
Program #6 cont'd.	
(s) What's wrong with show	2
Audience cartoon	1
Dancing	4
Bring-in (Dudes)	3
Commercial	1
Dancing	3
Teenage Activities	1.5
Program #7	
Commercial	1
(t) Gang discussion (grown)	10
(u) Improvised drama (with phone-ins)	15
Commercial	1
Program #8	
Commercial	1
Teenage Activities	0.5
(v) Band competitions	6
Teenage Activities	1.5
(w) News	4
(x) Pool shooting	10
Commercial	1
Band competition	2
Program #9	
Commercial	1
Dancing	10
Dudes	4

SEGMENT		TIME
Program #9 cont'd		
	Commercial	1
(x)	Opinion phone-in	5
(y)	Training tour	4

SEGMENT DESCRIPTIONS

Program #1

(a) DANCING

This would consist of couples dancing to either records or, when budget permits, a live group. Dancing will be used often in the programming. Firstly, the target audience enjoys their own brand of music, they enjoy dancing to it and they respond very positively to seeing themselves on television. It is a program type which has been commercially successful. Secondly, it sends our target audience an encoded message that clearly says the programming is intended for them. This is largely a function of the choice of music. For example, the programs will not use "surfing tunes," or "folk rock," etc. Instead, they will use a certain kind of rhythm and blues that are heard only on local ethnic stations and are not seen on television at all. It is music which our audience enjoys, and which is not shared by the mass American teenager. Finally, the dance type of format is an unobtrusive way of involving large numbers of audience in the act of production. They are able to participate and later to watch themselves participating. Since they are also participating within the shelter of their peer group, they are at the outset more able to be on camera without feeling vulnerable.

(b) "DUDE"

This word is a noun used by our target audience for a person who embodies the central values of the peer group, one who is "sharp," "cool" and "hip." We have planned a series of brief interviews with such people. They are to be done on video or audio tape in advance in the environs of the target audience.

The purpose here is primarily to transfer some of the "dudes'" identity and status to the series. No attempt will be made to get them to explicitly endorse any program philosophy or idea. The interviews might be very short statements as to name, address, school or job, followed by comments on some question or subject matter on which they wish to speak, e.g., cars, their clothes, etc. "Dudes" might also be shown displaying (doing) their car, a difficult dance step, etc. The latter mode of presentation is expected to be the more effective means of drawing the young people out -- that is, capturing their "real" personalities on television. Although these youths will be selected and interviewed by their peers, they tend to be non-verbal and will be more comfortable doing rather than saying.

(c) COMMERCIAL

This is the best term we could think of to cover this material: Commercials are to be overt, direct messages. They are to display the various state and federal vocational training and compensatory education programs currently available to these youths. In approach and style they are similar to "commercials," though they will be cast completely in the idiom of our target audience. Their purpose is twofold: to effectively inform and to motivate.

The information component will cover only a few specific facts about about training opportunities which are most relevant to the youth. The number of facts presented in any one message will be kept deliberately small because of the limited attention span of our target audience even for subject matter which is highly relevant and important to them.

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Motivation is supplied by the style of the spots. They will be direct and to the point. Visually they will feature people who are actual members of the target audience. They will be candidly photographed in natural situations; the audience will know these are not merely actors being put through their paces. The spots will be rhythmic both in picture and sound. The youths' music will be used heavily, the picture content edited to that beat. The commercials will be treated as direct messages -- that is, they will be separated from the body of the program, and the fact that they are pitches (the reasons for doing the program) will not be hidden or disguised.

(d) BRING-IN: CAR

The Bring-in category is sub-divided into two general parts: animate and inanimate. The purpose here is to involve the youths in the process of doing the program by using material which they feel to be especially interesting and worth showing. They will be encouraged to bring in persons or things they feel others would enjoy looking at or knowing about. It might be a musical group (see program #5) or a car (as in program #1) or anything inbetween. These segments will not be designed as overt sales pitches for a job training course or other similar program. Much care must be exercised to be sure that the audience views them as genuine attempts to show people and things of interest and not as thinly veiled commercials. For example, in program #1 -- the Bring-in car segment -- the point is to show a kind of a car the youth was able to "customize" with very little money and a bit of time. The audience will want to see the car (how it looks, what it will do, etc.) and know something about how he did it (sort of paint used, striping, etc.).

If the youth spends 3-1/2 minutes out of 4 minutes, or even 1/2 minute out of 4 minutes, mouthing platitudes we have given him, the audience will mentally or physically tune him out. Rather, our approach would be to follow the Bring-in car segment with a commercial. And the subject of such a commercial would be how members of the audience may receive training in the automotive trades at several Bay Area centers.

(e) DIAL JOBS

This is another attempt to directly involve the viewing audience in the program by mentioning open jobs which might be filled by the first qualified applicants to phone in. Positions might be procured and offered independently by the station or they might be offered in cooperation with the State Department of Employment in a manner similar to the current practice with local radio stations. Telephones would have to be manned by qualified personnel (from CSES or the Neighborhood Youth Corps, etc.), but the phones would connect directly with the program so that viewers could see the activity taking place.

The idea which underlies the application is to use the telephone as another means of joining the program and the audience by giving the audience another means of responding and participating in the programming in the context of an ultra high positive valence subject -- job procurement. In the program outline this idea is represented in other program applications. For example, both the OPINION PHONE-IN (program # 5) and the IMPROVISATIONAL DRAMA PHONE-IN (program #7) are variations on this one idea -- making television a two way rather than the tra-

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ditional one way mode of communication. Dial job offers an added dimension. It gives the viewer a reward for viewing. In return for watching the program, he is given a chance to obtain what he needs -- an opportunity to earn money. It also shows him, in yet another way, that the program is sincere in wanting to help him, that it is not all talk about jobs, it is action also.

Program #2

(f) GIRLS' ATTITUDES TOWARD BOYS

This is a combination of dancing (live or on video tape), voice over commentary, and a pre-taped panel discussion -- all joined together. It was felt that candid opinions by girls would be interesting and entertaining. By combining these opinions with dancing the segment would have even greater appeal. A group of girls would be chosen to talk, and their discussion would be video taped. The best portions of the tape would then be selected: Later, perhaps during a live show, these same girls would be seen dancing. As we watched we would hear their comments, watch their and their partners reactions, and occasionally cut into the video tape to see them as they spoke.

(g) TEENAGE ACTIVITIES

This segment would describe places and activities which are both accessible and of interest to our audience. The activities would be presented in a short, to-the-point, often "kooky" manner in 30 second bits scattered throughout the programs. In addition to giving locations and times, the segments would offer useful information about how to get there, the sort of clothes to wear, etc. Many of these youths feel alienated from the main stream of 20th century urban America. The function of the TEENAGE ACTIVITIES segment would be to encourage their more active participation in the constructive aspects of society that are open to them. This segment would normally be aired on the program nearest to the weekend.

(h) KIND OF JOB TO LOOK FOR

This is a segment designed to give very practical, down-to-earth information about what's currently available in the job market and how it relates to our target audience. It will tell them what sort of jobs are currently open, what skills are required, where and how they might get more information. Audience write-ins for information or answers to specific questions would be encouraged.

Program #3

(i) MUSIC

This kind of segment differs from the dance segment described above The idea in this case is to use live or video taped groups in a performan where dancing may or may not take place. In the dance segments records would often be played. In contrast, the music segments would have the dynamic excitement of a live visual group performance. Local bands would be used and, when possible, name groups such as James Brown, the Ronettes. the Supremos, et. al., who are in the area for concerts would be asked to either appear or permit video taping at their concerts.

(j) STUDIO AUDIENCE QUESTIONS

This segment would involve a host, a guest, and a studio audience. It would be used as a means of letting the youth speak with various local, state, and national government officials. The host would introduce and briefly interview a guest official well known and important to the youths. They would then have an opportunity to ask questions of the official. The guest would be an authority and a person responsible or accountable for the conditions the youths want to question. The purpose of the segment is to let the studio audience (and the at-home viewers) dramatically and responsibly begin to participate in meaningful aspects of the larger adult society. It is this goal of participation by the youths in the activities of government and society that unites this segment with several others: DOCUMENTARY (program #4), CRITICISM (program #5), OPINION PHONE-IN (programs 5 and 9), AUDIENCE CARTOONS, WHAT'S WRONG WITH SHOW (both program #6) and NEWS (program #8). All are designed to permit and encourage the youth to actively and responsibly enter into the processes of American society.

Program #4

(k) NEW DANCE STEPS

This segment would consist of a brief demonstration of how to do some new dance. It is basically another way of introducing music into the program.

(l) SOUPING UP A CAR

This segment would consist of an explanation by a "dude" of how to adjust, tune, and generally improve a car of high status value to

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our target audience. This would not be a lecture, but would be a combination of adjustment demonstration and taped footage of test runs on a track, etc. The car would not be out of reach financially. The main appeal would come from the excitement of the test run and the appeal of the "dude." The unstated purpose of the segment would be to alert the viewers to so-called personal, fringe benefits of training, in this case automobile mechanics training.

(m) DOCUMENTARY

This segment represents an attempt to offer the youths a chance to present their views about conditions they believe are important. Because the program would be prepared under their control, it should alert the viewers to the possibility (and responsibility) of speaking their views on current problems, etc. This is another way of involving them responsibly with the society from which they feel set apart. This segment would require that a group of youths decide what two or three subjects might be done. The youths would then investigate these subjects intensively and decide as a group which was best in terms of subject matter, camera appeal, etc. One of the youths would be selected and together with a cameraman would shoot silent film. The youth's role would be that of reporter-guide for the cameraman.

After shooting, the cameraman and editor would assemble the film, which would then be shown to the original group. As they viewed, their comments about the subject would be recorded. These comments (after checking for accuracy and editing for continuity and pace) would be the narration and the film would be recut to fit them.

This segment is designed to make maximum use of the youths' specialized knowledge. It is not intended to train them as film makers (though this might happen). For that reason the youths are involved in the important but less tedious task of film making --deciding on a subject, selecting the locations and commenting on what they see, while the professionals would concern themselves with aesthetics of shooting and editing and with such matters as continuity, pace, schedules, etc. If the youths are as bold and candid as is natural to them, this segment (while a documentary) should hold a young audience. To see their contemporaries speak freely on a controversial subject would add much fascination.

(n) OPINION PHONE-IN

This segment would be similar to the radio programs which currently abound. However, by off camera preselection the calls aired will be only from our intended audience. The segment should offer home viewers a chance to make pertinent and valuable comments. Technically we believe it possible to keep the live feeling to the program and yet have enough audio-video delay to insure that no FCC regulations are broken and that the boundaries of good taste and station policy are not crossed. The audience will be encouraged to speak candidly and freely. With this freedom goes a responsibility for accuracy. Therefore the kind of host we want will have the stature to encourage the audience to speak, but also the strength to question them closely. What would be really exciting would be to investigate, as the program progressed, a viewer's accusation or charge with the calls to concerned officials presented on the air. Viewers' comments could be corrected or verified as the rest of the audience watched.

(o) TEENAGE HUMOR SKIT

This would be one of the segments produced by Gloria Unti's Performing Arts Workshops.

Program #5

(p) CRITICISM (FROM HANGOUT)

This segment would consist of a collection of various opinions and ideas recorded on a single remote location. In this setting the youths would speak singly or in groups about people or events important to them. The purpose of the "hangout" setting is to put the young people more at ease and thereby encourage candor. The presence of their immediate peers should serve to reinforce their self confidence.

(q) INFORMATION CENTER

This segment represents an attempt to acquaint the youths with the legal, health, and other services available to them. Because the purpose of this segment is to remove much of the aura of mystery which surrounds these agencies, only one agency would be dealt with per segment. Through use of mobile video tape the audience would be taken on a casual, informal tour. They would be shown who's who, where things are, whom to ask for on the phone, how to get there, as well as being given an explanation of the agency's functions and services.

Program #6

(r) CARTOONS FROM AUDIENCE

This segment represents another attempt to involve viewers by inviting them to submit, in any form, cartoons that they have created. These would then be shown (or read, or acted).

(s) WHAT'S WRONG WITH SHOW

This segment would allow the COMPLAINT COMMITTEE to present various viewer objections or complaints about the television programs. At this time any errors of fact that had been made by the show could be "confessed The purpose of this segment is to let the viewer knowthat while we make mistakes, we are honest and candid about them. Corrections and apologies would be offered wherever appropriate in the course of any program. However, this segment is an attempt to more formally clear the air.

Program #7

(t) GANG DISCUSSION (GROWN)

Here, former members of a gang would discuss their early opinions, ideas, and attitudes and compare them with their present ones. Woven into this discussion would be a series of improvisational "scenes" related to themes raised in the material discussed. These dramas would be planned to stop at a certain turning point in the action with the audience at home able to then phone in suggested endings and the reasons for their choice.

The panel would discuss the various ideas telephoned in.

(u) IMPROVISED DRAMA (with phone-ins)

To be done in cooperation with the Gloria Unti Performing Arts Workshop.

Program #8

(v) BAND COMPETITIONS

This is again a method of introducing the excitement of live music into the programs.

(w) NEWS

This segment would differ from its commercial counterpart in that it would be material related directly to our audience. The materials might consist of information on selective service developments, reports on juvenile problems, etc. It would be an attempt to merely echo what already has been reported on normal news programs. Rather, the news segment would explore in some detail the relevance to our audience of a story currently in the headlines. The material would be selected and prepared by the youth in a way similar to that discussed under "documentary" (page 8).

(x) POOL SHOOTING

This segment would consist of on-the-scene competition with walk-in observers.

Program #9

(y) TRAINING TOUR

This segment would be similar in style to the information center (program #5). By style and ease of presentation it would attempt to attenuate the misconceptions about various vocational training facilities in the Bay Area. In a casual tour, led by one of the youths, it would present an informal picture of the facilities, activities and people involved. It also would give the viewer practical information about enrollment hours, where to go, how to get there, whom to see, and so forth.

APPENDIX III

Equipment Rationale

February 21, 1966

To: Clayton Stouffer
Jon Rice

From: David Grieve

Re: EQUIPMENT JUSTIFICATION - SPANISH PROJECT

What we are proposing, as far as television is concerned, rests to a large degree on one point: that youths, with proper guidance and help, can produce television programs which their peers will find interesting. For this to work, many conditions must be right. We have mentioned elsewhere the conditions of personnel and organization which must be met. What remains to discuss is equipment. What is the relation between the basic idea and the equipment; what specific qualities relevant to the idea does certain television gear have; and finally, what so-called side benefits might be considered when selecting the TV equipment.

In beginning any discussion of television equipment it is necessary to look at how things are now. Most current production takes place within the confines of a studio. This is true whether film or video tape is used. There are, of course, notable exceptions. Sporting events, much news coverage, many dramas, etc. occur outside of the studio. But by and large programs on the television screen originate in the television studio. Why? Because a television studio offers three great advantages: (1) it can be easily changed, (2) it can be readily controlled, (3) it can be as efficient as an assemblyline.

Within a studio it is easy to quickly shift one setting in exchange for another. A study can become a newspaper office, which can become a curtained backdrop for a newscast, which can be changed into a setting for a ballet -- all within a matter of hours. One set fits conveniently within another, fronts become backs, parts of one and another can be exchanged, etc. The idea being that a great number of ersatz environments (sets) can be contained easily within one real environment (the studio). Also, these many ersatz environments can be readily controlled. In a TV studio conditions will always be about the same. Often lights can be hung, and, without change, work for several sets. Adequate power, replacement equipment, sound proofing maintenance facilities, space for set construction, everything from cameras to coffee is available. This means that the studio itself (with all of its attendent gear) rarely surprises anyone -- through experience and habit one almost always finds what one expects where and when one expects it when doing a studio production. All of this points to a kind of mass production of television programs. This term mass production is not meant in any derogatory sense. It means simply that the doing of television is far more efficient; or expressed more positively, the director is able to concentrate his effort and energy into what goes on in front of the camera and is not exhausted by the effort of each time providing in new combinations all of the elements necessary to do a television program. Television studios are highly specialized, convenient environments. They make life easier. And most often, this ease is reflected in smoother, "better" programs.

Because television studios are so unique, they are to outsiders strange and unusual places. The many devices and pieces of gear which make studios operative also serve to make them alien to those persons unfamiliar with television's innermechanics. In a project like this, this effect of a TV studio upon those youths who might appear is important to bear in mind. They enter, first of all, a strange building within a strange neighborhood. Within that building they are exposed to all of the intracacies and complexities of television production. Usually, if they are to be talent, they are moved into the one area of light in this otherwise dim room. They are separated from those around them by this light and by the nature of their job. They must just wait while outside, in the dark, others look at them, comment about them, and ask them, upon command, to do this or move there. Even the most successful and secure person surely feels quite a bit less so during his first several times as talentiin a television studio. Admittedly, much of this can be and is mitigated by a friendly, understanding production crew. But the point is, it still exists. Talent is separate, under light, in a strange, seemingly complex climate, in the main unaware of what is going on. He is alone, insecure, and vulnerable. And if anyone doubts this, let him appear on television.

The question is: doesn't the very nature of a television studio make its use incompatible with great participation by these youths? The many elements a studio enhances -- control, speed, repeatability -- are the very elements in which these youths are most weak. What they have to offer, and what can be brought out of them, is not a formula, routine approach, but is instead a carefully nurtured presentation of the unique qualities they possess. This is crucial. The programs are based on what the youths are. And the seeking of this material must often be approached obliquely, in a non-assemblyline technique. Within a TV studio the youths would be asked to "perform" in an environment totally alien to them. They can hardly be expected to be themselves in a busy television studio they have never seen before.

This analysis of the studio, its qualities and the effect of these qualities upon the youths, forms the foundation for all of the decisions relating to the choice of the best television gear to use in this project. It has also affected many other decisions as well. Most have already been discussed: they relate to personnel, vocational offices in the youths' neighborhood, etc. As far as gear is concerned, it was decided that it must be compatible with the rest of the project. That is, it too must move out of the confines of the past and into the present environment of the youths. The gear must be totally mobile and the programs must be done among the people.

None of this mobility would have been possible a few years ago. What has happened recently is that the tremendous effects of aero-space research into miniturization and electronic circuitry is only now becoming increasingly visible in allied technologies. Actually, the effects upon broadcast television have been somewhat slow to take hold. This is understandable. The new gear has highly disruptive implications for current television broadcast production -- in terms of both methods and styles. Because the new gear makes possible, if you wish, the complete elimination of the studio. The gear is so adaptable and flexible that it can function within widely varying environments. Instead of having to control an environment within a narrow range, the new gear now permits you to select very specific portions out of the whole environment. The gear is so light weight, compact, and portable that you may now change environments by merely moving quickly out of one into another. And finally, though used on a non-standard, discontinuous basis the speed and quality of an assemblyline is maintained through the high stability and ruggedness of the new gear.

A few years ago mobile television was not what it is today. Non-studio (remote) television was so complicated and cumbersome that it really transformed any environment it visited into a sort of pseudo studio. The late Edward R. Murrow's "Person-to-Person" program was one of the most regular remote produced during the early '50's. It was a prime example of this effect. Any home the show visited was totally changed by miles of cable, hundreds of lights and great numbers of technicians. In the end it was no longer a home, but was a television studio.

The modifications in new gear have revolutionized all this. Several basic changes have occurred in the television camera. Today models are made which are light, more sensitive, and flexible. Because of sports the new cameras have won more acceptance in broadcasting circles than most types of new gear. It is usually difficult to stage a PGA tournament or a Browns-Packers football game in a studio A. So TV had to go on location. Once there, it began using portable cameras to supplement the larger, fixed position studio cameras that had been brought out for the day. Hand held cameras could go to the players bench, or be by the 9th hole, or at the West basket, or wherever. The advantages of portability were obvious. They also, as we all know, were used at the political conventions -- free to cover whatever unexpected event was occurring outside the range of the bigger cameras. What a portable light weight camera means to this project is that it is much more free to comfortably roam within the youths' environment than the old, weighty cameras ever could be. Carried on a cameraman's shoulder, television can move right along with the youths -- following them through a training facility or sitting with them at a table in their home. These new cameras are also highly sensitive to light. That is, they can produce quality pictures in extremely low light levels -- 40 foot candles and up. A recent study prepared for schools puts the average light level for a at foot candles, a at foot candles, and a at foot candles. This means that the new cameras can work on location without generally needing additional light and so the number of locations available to TV is tremendously increased. Also, the capability of working in available light means that there is considerably less disruption of the environment. Those in front of the cameras no longer need be subjected to the "hot glare of television lights." This is especially important to this proposal, because we are dealing with youths who are unsure and insecure. Being "at home" - in familiar surroundings - should help them considerably, and it should be even more helpful when those surroundings are barely disrupted by the presence of television.

There is one more innovation which should be mentioned when discussing television cameras: the recent perfedtion of the variable focal length lens. The advantages of such a lens need no explaining to anyone who has bought a home movie camera fitted with a "zoom" lens. Under the unpredictable conditions of remote telecasting the capability of a continuous or rapid change in the field of view from a wide shot to a close-up is especially valuable. Until a few years ago, these variable focal length lenses were not of sufficient quality to find general use. To a quite noticeable degree, they lacked the clarity and sharpness of a fixed focal length lens. But today even the 10:1 "zoom" lenses are more than adequate for television and even for feature film work. They have only one drawback. They are slower than fixed lenses. That is, they require more light and cannot be used in very low light levels where a fixed lens might work. The difference between the two lenses is two or more stops, which can often mean the difference between pictures which are acceptable and those which are not. For this reason, in designing a remote capability for the sort of wide ranging conditions which will be encountered on this project, fixed as well as variable focal length lenses must be included.

Video recorders have changed as much as cameras and indeed their very existence was denied to Edward Murrow and the other pioneers in remote telecasting. A video recorder is a device for electronically recording both television picture and sound on a piece of magnetic tape. They are analogous, in principle, to a

1/4" home audio recorder. They are quite distinct from film (kinescope), thermal, and other methods of storing sound and picture. The first video tape recorders (VTR) came on the market in 1956. Unlike television cameras, where technological change has often been to meet the needs of closed circuit users, the early video tape recorders met a very special broadcast need. They eliminated the iron rule of "live" television, because they could record and instantaneously play back an electronic television picture - just as an audio tape recorder can instantaneously play back recorded sound. In the beginning, when one could not edit video tape, they were used mainly to store whole programs. This eliminated the inconvenience of live television such as the West Coast having to view at 7:30 p.m. a program scheduled on the East Coast at 10:30 p.m., and video tape also eliminated the goofs and dangers of live programming. By 1957 editing was possible and by 1962 electronic editing had been developed. This meant that different scenes, recorded on video tape at different times in different locations, could be electronically joined together onto one continuous video tape. It also meant that each shot could be as short as a 30th of a second. By this time the video recorder was 74.5" high, 51" wide, and weighed some 1800 pounds. The units were occasionally installed in remote trucks, but the recorders and other TV gear required great space (often a double semi-trailer tractor combination), enormous electrical power and a lot of time to set up.

By now another revolution has occurred in video tape recording. This time a closer analogy with the television camera is possible, for this new recorder, like the newer cameras, was developed to meet the growing need of closed-circuit consumers for a light weight, inexpensive, easy to operate video recorder. The first somewhat primitive recorder to meet these requirements was introduced in 1965 in San Francisco. In an age of the 1800 lb. behemouths it could be carried by two men, was only 14" high, and worked. By today these helical scan machines also have an electronic editing capability and they produce a picture more than acceptable for broadcast use. But again, like the newer cameras, they have been slow to find acceptance among broadcasters; and again, it is primarily in the area of sports that they have found wide spread use, a use entirely unrelated to their size, quality or cost. They can do something no larger (quadriture)head) video tape recorder can do. They can freeze frame - that is, when being played back they can stop and hold an unchanging picture. The other video recorders, when stopped, merely show a blank screen. So the small video recorder is used by the networks during football games and other sporting events and is called "instant replay."

The advantages of the new, small, helical scan video recorders are similar to those of the newer cameras - they offer a wider range of choices to the television producer. They can be more easily taken to more places under more varying conditions than was ever possible with the older, larger machines.

To a project such as this, this quality of flexibility is extremely important. These video recorders draw little more power than a 19" television set. So they can be plugged into the electrical circuit of almost any building. This means that even if a location is unavailable to a small mobile unit (such as a truck), the video recorder and camera controls can simply be lifted out and hand carried to the location where they will run on household power and the recorder, like the cameras, will not disrupt the environment in which it is operating. Two video recorders can be contained and operated in the trunk of a 1965 Chevrolet.

The camera and video recorder are the most significant pieces of new gear. Without both of them, the type of television we propose would not be possible. This gear permits the doing of television without substantially changing or altering the environment in which TV is operating. Thus, if the subject is a tour by one of the youths of a trade school, we can take that tour electronically with almost as much ease as we might take it in person. The youths, who both show and are shown on the program, can be placed in an environment which is their own - unchanged and undisrupted by the presence of television. There, at the very least, they will have a chance to be themselves before the camera - to realize that television is merely a way for them to show things and share experiences with friends.

Most of the other TV gear really only supports the advantages of the new cameras and video recorders. Quartz lights are a recent development. They give off an enormous quantity of light (equivalent to a 1,000 watt spotlight) but can be easily hand held and draw little power. It should be noted here that while a few such units are indispensable under certain conditions, the whole principle of non-interfering television stands against their extensive use. Nothing changes the atmosphere (or "reality") of a place more than raising the level of light from 50 to 250 foot candles. Highly transistorized audio consoles have been developed which enable you to mix several channels of sound at one time, and yet they are quite small and highly portable.

New audio microphones are highly directional. These microphones, incidentally, indicate very clearly the point made earlier about new gear enabling you to control the environment. One of the great advantages of a TV studio was the fact that it is soundproof. That is, it controlled the audio environment by keeping out extraneous sounds and noises. Working in the open, on location, new, highly directional microphones provide much of their own soundproofing. Their angle of acceptance is so low that they don't hear much extraneous noise. They are quite sensitive to sound, but only to sound occurring within a quite narrow angle. Most of us have seen such microphones in action at presidential press conferences. They are long, tube-like forms mounted on a tripod, standing on the stage near the president. They are used to pick up reporters questions. And often we can hear them lining up on a questioner as they swing around and point directly at him. These microphones, like the new cameras and recorders we have mentioned, do not render a studio totally obsolete. Such a "shotgun" microphone as is used at a press conference would not be very good for the New York Philharmonic. And the picture quality of the new cameras is not nearly as high as that of the big, 4 1/2" image orthicon studio cameras. However, when the real environment is important or vital to an event or to a program, this new gear permits television to capture the environment without its presence completely changing the environment it is trying to present.

One final piece of support gear should be mentioned. That is the highly portable, battery operated audio tape recorders. Their small size, light weight, and high quality make them ideal for all sorts of "supplementary work" such as recording audio only interviews, narration voice track, and so forth. Often, in economic terms, a rich or detailed audio track can give great interest to a quite plain video tape or film.

The primary reason, as we have indicated earlier, for the use of the new gear in a highly mobile operation is that this seems to be the only way that television can present the youths being themselves aided by the psychological support of being within their own environment. The belief is that a certain type of program can be done which will appeal to those youths who are our target audience. The assumption is that the youths themselves, by being involved in both the planning and execution of the program, will be able to produce the

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type of show their immediate contemporaries will want to watch. How best to enable the youths involved to do this? First of all, offer them as much help and encouragement as possible. Second, keep them as free as possible from the discouraging details of doing television. Third, let them present on television what they know best - their own world. A world which consists of their own music, customs, beliefs, opinions and hopes. Both the first and second points are dependent on the TV personnel and their relationships with the youths. The third point, though, not only involves people, it involves equipment. For one must either create an artificial world within a television studio and then expect these youths to behave as if it were not artificial; or one must move with them out into their own world. It is this process of moving out into the real world that is meant by the term mobile television.

While the interrelation between the youths and their real environment is the primary reason for this concept of television, there are some secondary advantages it offers. For one thing, this type of television can be of great value in building an audience. Most everyone likes to see himself on TV. They are usually equally excited at seeing their neighborhood or their hangout on the TV screen. I'm not sure why this is, but it is nonetheless a very real factor. The more of the youths and their world we put on the screen, the more of them will watch. Especially if we can close the gap between doing and showing. That is, if the program is aired very soon after it is recorded, the experience of having been on television will still be fresh in their minds. Also, the audience growth will tend to be exponential rather than linear. The more youth who appear or who watch the recording, the more people will hear about the program. Each youth will tend to tell two or three or four others. Within a short period of time this word of mouth can build an enormous audience. If one is producing programs an audience likes, this audience can be maintained.

Finally, this form of mobile television offers an opportunity to present the world of these youths to those who are outside that world.

It is vitally important that these youths realize that television is a small and intimate medium. They should be aware and should act as if they are speaking only to a few of their own friends. This way they can avoid the Madison Avenue trap of an unknown and mass audience. But what is paradoxical about television is that while the youth really will be talking only to themselves, they can be overheard by everyone. It will be of great value to the others to listen. For the first time, many of them can obtain admission to a world normally closed.

In discussing equipment, one final point should be raised. What is the role of film in this project? Could not film do everything that has been assigned to video tape?

One thing is certain. Almost every statement made earlier about mobility could apply as well to film as to television. Film, too, has recently reaped the benefits of space-page technology.

Superficially, film and television video tape do the same thing: they record a picture and sound. Both media permit manipulation of the recorded material. That is, both can be edited. Beyond that the similarity ends.

The most basic difference between film and video tape, and the difference which most concerns this project, is the difference of immediacy. Television is an electronic, instant medium. The moment it sees it can be seen. The picture being taken by an electronic camera is viewed at the camera, in the viewing facility, and wherever else one wishes to put a monitor. This immediate electronic nature is carried over into video tape recording. The moment something has been recorded it can be played back. Again, it can be seen wherever there are TV monitors connected. Let's look for a moment at film. A sound film

With film it is completely different. The camera is static. If they wish, the youths can look - one at a time - through the view finder - which is like looking through any piece of glass. They can't be in front of the camera and see themselves. The group cannot view itself as a group - and they know that when they do look they're not really seeing film, just looking through a view finder. After the discussion there is nothing to show. No way for them to know what they look like. The gear is packed up, thanks are given, and you ask if they want to see it in a couple of days. They always want to, but almost never do. With film, they are subjects. They are specimens who have no idea of how they appear. And in a project depending upon involvement, this exclusion of the youths can be fatal.

Video tape can record continuously for 60 or 90 minutes. Film is limited, under conditions that are realistic, to recording only a bit over 30 minutes at a time. Actually, when film cameras reach this capacity their portability is severely limited. They require a 1200' film magazine and they are, as a result, so bulky and heavy that they can hardly be hand carried and must be used on a tripod. A more convenient size magazine is 400', but this only permits about 10 minutes of recording. The disadvantage of such a short recording time is the disruption of process which it causes. For example, in filming the panel discussion mentioned earlier, the participants would have to have been stopped every 10 or 30 minutes - regardless of what they were saying - or we would have to miss 5 or 10 minutes out of the middle of their continuing conversation while film magazines were changed.

Video tape, then, is ideal in situations where a high degree of involvement on the part of the participants is desired and where the subject matter being covered is continuous (e.g. a discussion, a tour, a demonstration, etc.). And camera is silent. Only the cameraman knows what the picture is and only he knows the framing and focus - he doesn't see the filmed (actual) picture until later. In fact, it is several hours before the film can be seen by anyone. It has to be removed from the camera, processed, dried, and then projected. Which means that the making of the film is (1) seen only by one person and (2) far removed from the time when it can be viewed by others. These two factors are crucial to this project.

This project depnds on the involvement of youth. What electronic video tape permits is a degree of involvement that is extraordinary when compared to film. For example, take a small group discussion. We will use only one camera so that either TV or film would be equal. Both media could work on location in available light and probably both would use the same sort of audio pickup. However, what television permits is an involvement of the youths with the process. Prior to the recording they can look at a monitor - "see themselves on the TV." They can goof around, kid each other about how they look, etc. It's even possible for them to run the camera. Try zooms, tight shots, etc., while their friends see the same picture they do. When the times comes to record there is nothing mysterious, nothing hidden. They know why the camera is there and what it can do. During the recording the TV monitors can be turned off, because you want the youths at this point to relate to one another and not to the medium. But immediately afterward, you can play back what you recorded - right there, right then. There is nothing hidden. No delay. No putting it off and trying to get them together again in two or three days to look at film. They can see it right now. And talk about it. They can be involved with what they have done on television because they know what it is.

film, on this project, is ideal where short segments of a discontinuous nature are needed, where there is no need for deep subject involvement.

A good example of this use of film is the "commercials." Since they will be closely tied to a music track, they will be edited out of many short bits and pieces. There is no need for subject involvement in the process. We are interested in putting on film the youths' relation to their work, their training, and their instructor. The commercials are silent (when shot) and the highly portable nature of a 100' film camera makes it ideal for this sort of work. It is completely self-contained, weighs only a few pounds, and is perfect for shooting a series of discontinuous 10 or 20 second segments.

APPENDIX IV

Budget

PROGRAMS UNDER SECTION 4 (c) OF THE VOCATIONAL EDUCATION ACT OF 1963

PROPOSED BUDGET

CHECK ONE: Research __ Training __ Experimental __ Developmental or Pilot X

Investigator: Clayton L. Stouffer, Ricardo Callejo, Dr. Douglas Fuchs

Institution or Agency: KQED, San Francisco, California

Beginning Date: April 1, 1966 Ending Date: April 30, 1967

NOTE: Salaries, service charges, travel costs, etc. must conform to the standard rate of the institution or agency.

ITEM	AMOUNT REQUIRED FOR THE FIRST YEAR		
	Contract FY 1966	Funds FY 1967	Total Federal
DIRECT COSTS			
Personnel:			
Project Director (Time 100%, Apr 1, 1966 to Apr 30, 1967 at $300 wk)	$ 3,900	$ 12,900	$ 16,800
Secretary to Project Director (Time 100% Apr 1, 1966 to Apr 30, 1967 at $90 wk)	1,170	3,870	5,040
Asst. Project Director (Time 100% Apr 1, 1966 to Apr 30, 1967 at $185 wk)	2,381	7,979	10,360
Accountant (Time 100% Apr 1, 1966 to Apr 30, 1967 at $125 wk)	1,625	5,375	7,000
Executive Producer (Time 100% until Nov 30, 1966. From Nov 30, 1966 to Dec 31, 1966 is to be either full time or 1/4 time until Mar 31, 1967, $250/wk	3,000	6,750	9,750
Secretary to Executive Producer (Time 100% Apr 4, 1966 to Nov 30, 1966 at $90 wk)	1,170	1,890	3,060

ITEM	AMOUNT REQUIRED FOR THE FIRST YEAR		
	Contract FY 1966	Funds FY 1967	Total Federal
DIRECT COSTS (Personnel/continued)			
Two Producers (Time 100% May 16, 1966 to Nov 30, 1966 at $180 wk each)	2,520	7,560	10,080
Youth Involvement Supervisor (Time 100% Apr 4, 1966 to Nov 30, 1966 at $104 wk)	1,350	2,185	3,535
Area Assistant (Time 100% Apr 15, 1966 to Nov 30, 1966 at $85 wk)	935	1,870	2,805
Director (Time 100% June 1, 1966 to Nov 30, 1966 at $180 wk)	720	3,960	4,680
Prod. Assistant/Secretary (Time 100% July 1, 1966 to Nov 30, 1966 at $80 wk)		1,760	1,760
Film Cameraman (Time 50% May 1, 1966 to June 30, 1966 at $165 wk)	330		330
Film Cameraman (Time 100% July 1, 1966 to Nov 30, 1966 at $165 wk)		3,630	3,630
Film Editor (Time 50% May 1, 1966 to June 1, 1966 at $100 wk)	200		200
Film Editor (Time 100% July 1, 1966 to Nov 30, 1966 at $100 wk)		2,200	2,200
(Spanish-speaking/surname Youth) Floor Manager (Time 100% July 1, 1966 to Nov 30, 1966 at $75 wk)		1,650	1,650
Five Engineers (Time 100% July 1, 1966 to Nov 30, 1966 at $175 wk ea)		19,250	19,250
Engineer Overtime (July 1, 1966 to Nov 30, 1966 at 10% of salaries $175 each		1,925	1,925

ITEM	AMOUNT REQUIRED FOR THE FIRST YEAR		
	Contract FY 1966	Funds FY 1967	Total Federal
DIRECT COSTS (Personnel/continued)			
Two Youth Prod. Assistants (Time 50% July 1, 1966 to Nov 30, 1966 at $1.55 per hour ea, $62 per wk ea)		1,364	1,364
Talent ($150 Per program for 35 programs)		5,230	5,230
Criticism Committees (5 people in each of 2 cities, Time 50% @ $1.55/hr. Aug 1 '66 - Nov 30 '66 @ $62/wk ea.)		5,270	5,270
Content Committees (5 people in each of 2 cities; Time 50% @ $1.55/hr. June 1 '66 - Nov 30 '66 @ $62/wk ea)	1,240	6,820	8,060
Publicity Committees (5 people in each of 2 cities; Time 50% @ $1.55/hr July 1 '66 - Nov 30 '66 @ $62/wk ea)		6,820	6,820
Artist (Time - One day per week July 15, 1966 to Nov 30, 1966 at $150)		600	600
Total	20,540	110,860	131,400
Employee Benefits: (17.3% of salaries)	3,550	19,180	22,730
Senior Consultant ($75 day at 12 days/mo April 1, 1966 to April 30, 1967)	2,700	9,000	11,700
Performing Arts Workshop Director Miss Gloria Unti (Four 10 Min. segments at $350 per segment)	500	900	1,400
Other Staff Utilization at $200 per segment	200	600	800

ITEM		AMOUNT REQUIRED FOR THE FIRST YEAR Contract FY 1966	Funds FY 1967	Total Federal
DIRECT COSTS (personnel/continued)				
Talent (12 Youths producing four ten minute program segments at $1.55 hr)		200	800	1,000
Twenty-five Publicity Helpers (Neighborhood Youth Corps youth. No cost to Project. July 15, 1966 to Nov. 30, 1966)				
Supplies and Materials				
KQED Sets etc.			2,500	2,500
Performing Arts Workshop Sets and other materials			700	700
Tape (88 1/2 hr. rolls @ $29.50/roll)			2,600	2,600
Film stock (20 min film on air/wk @ 2.5/1 ratio or 50 min film shot/wk x 36 ft/min x 12¢/ft x 17 wks)		700	3,000	3,700
Film to tape transfer ($25/wk for 22 wks)		200	350	550
Telephone		800	1,200	2,000
Office Equipment -		2,000	4,450	6,450
16 desks	750			
10 typewriters	1,625			
2 caculators	200			
3 dictaphone sets	550			
8 files	250			
21 chairs (office)	675			
200 chairs (folding)	2,200			
misc. equipment	200			
	6,450			
Stationery		75	225	300
Postage		75	225	300
Services				
Duplication		200	1,000	1,200

ITEM		AMOUNT REQUIRED FOR FIRST YEAR		
		Contract FY 1966	Funds FY 1967	Total Federal
DIRECT COSTS (continued)				
Other				
Publicity Campaign (12 wks, July 15, 1966 - Oct 15, 1966)			25,310	25,310
Radio (5 stations)				
36 spots/wk, 60 sec ea for 6 wks	$13,980			
10/12 spots/wk, 30 sec ea for 6 wks	6,900			
Newspaper (1 daily; 2 weeklies 12 wks July 15, 1966 - Oct 15, 1966)				
San Francisco daily (Help Wanted Section)	$ 820			
Spanish language weekly	20			
Rock & roll weekly	70			
Posters	260			
Bus (100 buses in S.F.'s Spanish-speaking area for 12 wks)	2,760			
Bill boards (3 locations for 8 wks)	500			
Rent -				
San Francisco (May 1, 1966 to Feb 1, 1967 **at $700 per month**)		1,400	4,900	6,300
San Jose (June 15, 1966 to Jan 13, 1967 **at $150 per month**)		75	975	1,050
Office Partitioning (13 Offices at $10 **per** horizontal foot)			3,400	3,400
Remote Production Unit (On lease **July 1, 1966 to** Nov 30, 1966)			42,500	42,500
Maintenance on Video Remote Production **Unit (at $200 per month)**			1,000	1,000
Insurance (On Video Gear and for Public **Liability**)			1,000	1,000

ITEM		AMOUNT REQUIRED FOR THE FIRST YEAR		
		Contract FY 1966	Funds FY 1967	Total Federal
DIRECT COSTS (Other/continued)				
Film Equipment ($216.50/wk for 30 wks)			8,130	8,130
Bolex Reflex	$40/wk			
12-120 Angineaux				
Zoom Lens	40			
Pistol Grip Bolex	4			
Electric Motor				
Power Pack	20			
Moviscop Viewer	6			
3 Rewinds (long shank)	9			
3 Rewinds (short shank)	9			
Mylar Splicer	6			
Sound Reader	7.50			
Moviola	30			
Uher Tape Recorder	45			
Syncronizer	4.50			
Other (total for 30 wks)	[illegible]			
- Studio sound, transfer, and mixing $1,000	-			
- Misc. supplies (cores, cans, reels, etc.) $500				
Telco for Remotes and Phone-in Programs (Phone-in (8 phones ea @ $20, Aug 1 '66 - Aug 31 '66)			160	160
(Mission Telephone Co Cable, Aug 1 '66 - Nov 30 '66)			1,630	1,630
(San Jose Telephone Co Cable, Sept 1 '66 - Oct 1 '66)			2,720	2,720
Possible Rental of Remote Sites and Power ($50 site for 17 programs)			850	850
TOTAL DIRECT COST:		33,215	250,165	283,380
INDIRECT COSTS				
Overhead @ 12% of DIRECT COST		3,990	30,020	34,010
TOTAL COST		37,200	280,185	317,390

Research Budget

Submitted By

Dr. Douglas Fuchs, University of California

DIRECT COSTS

Personnel

ITEM	Contract FY 1966	Funds FY 1967	Total Federal
Director of Research (Time 100% May 15, 1966 to May 15, 1967 at $185 wk)	$ 1,295	$ 8,305	$ 9,600
Supervisor for Previewing Sessions and Forum Viewing Panels (Time 100% Aug 1, 1966 to Dec 1, 1966 at $115 wk)		2,000	2,000
Supervisor for Field Interviewing (Time 100% June 15, 1966 to Jan 13, 1967 at $143 wk)	286	4,004	4,280
Clerk-Secretarial Help (Time 100% May 15, 1966 to Dec 31, 1966; 50% Jan 1, 1967 to May 15, 1967 at $93 wk)	651	3,355	3,900
Research Technician for Statistical Analysis (Time 25% Aug 1, 1966 to May 1, 1967 at $92 wk)		900	900
		TOTAL SALARIES	$ 20,680
Employee Benefits (17.3% of Salaries)			3,580
		TOTAL SALARIES WITH BENEFITS	$ 24,260
Consultant to Project Director and to Director of Research (Time 100% June 1, 1966 to Oct 1, 1966; 25% Oct 1, 1966 to May 15, 1967 at $100 day)	$ 900	$ 11,800	$ 12,700 *

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* Consultation service will be on an "as needed" basis; these time allotments are thus maximum figures.

ITEM	Contract FY 1966	Funds FY 1967	Total Federal
DIRECT COSTS (continued)			
Supplies and Materials			
Supplies, duplication expenses			$ 4,000
Services			
Procurement of sampling lists and location of respondents			2,000
Conducting 1,200 field interviews (multi-stage survey) at $15 an interview			13,720
Conducting "program previewing sessions"			
a) Inducements for participants $1 per person per session			720
b) Equipment cost (four months)			400
Conducting 1,000 post-recruitment interviews at $15 ea			15,000
Forum viewing panels			
a) Inducements for participants at $2 per person/session for 12 wks (bi-weekly sessions)			600
b) Equipment Costs			400
Data Process Analysis			
a) Coding			5,000
b) Punching, verification, computer time			8,000
c) Programming and general technical assistance			2,000
		TOTAL DIRECT COSTS	$ 88,800
INDIRECT COSTS			
Overhead at 12% of DIRECT COSTS *			10,656
		TOTAL RESEARCH COSTS	$ 99,456

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* Subject to revision on basis of government audit.

APPENDIX V

Consultant Biographies

BACKGROUND ON CONSULTANTS

The consultants used on the Consultants' Questionnaire were selected as the most qualified after many interviews with a large number of persons who have had extensive professional experience with the Spanish-speaking community. The qualifications and background of those selected are presented below.

HENRY S. BREITROSE (B.A. English and History, University of Wisconsin; M.A. Film, Northwestern University; Ph.D. Communications, Stanford University) has worked primarily in the area of documentary films as both writer and director and more recently in nonverbal communication, where he participated in studies of comprehension in the classroom. Mr. Breitrose is the author together with Cameron Macauley of FILM STUDY: A MANUAL FOR FILM APPRECIATION AND ANALYSIS.

PAUL BULLOCK (B.A. and M.A. Econ. Occidental College) is an Assistant Research Economist at the Institute of Industrial Relations at the University of California, Los Angeles. Some of his publications for the Institute include: COMBATING DISCRIMINATION IN EMPLOYMENT, THE MINORITY YOUNGSTER AND THE SCHOOLS, WHAT TO DO WITH THE DROPOUT?, SOME PROBLEMS IN MINORITY-GROUP EDUCATION IN THE LOS ANGELES PUBLIC SCHOOLS, EMPLOYMENT PROBLEMS OF THE MEXICAN-AMERICAN, and a report for the Area Redevelopment Administration, U. S. Department of Commerce, on hard-core unemployment and poverty in Los Angeles. Mr. Bullock serves as a consultant to special committees and works closely with community organizations in the preparation of studies. Among the government agencies to which he has contributed data are the Fair Employment Practices Commission, the California Department of Employment, the President's Committee on Equal Employment Opportunity, Office of the U. S. Air Force in Southern California and the Civil Rights Commission. He presently serves as an occasional consultant to the County Commission on Human Relations and the County Superintendent of Schools, and is a member, among other groups, of the Job Development and Employment Committee of the Los Angeles Urban League and the Coordinating Council on Economic Development and Employment. On June 4, 1963 he received an award from the Equal Opportunities Foundation of the Los Angeles Mexican-American community for "concerted efforts in developing the Equal Opportunities Program with particular regard to the Mexican American in Southern California."

CHARLES CABALLERO (B.A., M.S.Ed. University of Southern California). From 1951 to 1963 Mr. Caballero taught in the music departments of Los Angeles schools, becoming a grade counselor in 1960 and the Assistant Head Counselor and Test Co-ordinator at Thomas Jefferson High School in 1963, when he also became accredited as an Individual, Intelligence and Psychological Test Administrator of Los Angeles City Schools. In September 1963 he became an Educational Counselor for the Youth Opportunities Board, Youth Training and Employment Project in East Los Angeles and in March 1964 became the Counseling Supervisor, responsible for the training of the staff. As MDTA Training Supervisor of YTEP, Mr. Caballero has reorganized the entire training program and philosophy of the project and is working to integrate the YTEP program with the business world. Much of Mr. Caballero's education and experience has taken place in the Watts Area of Los Angeles where there is a very large Spanish-surname population.

DONALD R. CLARKE (B.A. Sociology, Los Angeles State College) is a statistical analyst and works as a data control consultant for the Youth Training and Employment Project of East Los Angeles. He is designing and implementing studies and surveys, investigating the ways to "reach" the youth of the project. Previous to his work with YTEP he was engaged in statistical research with the THALAC project at the University of Southern California School of Medicine and with the Tuberculosis and Health Association of Los Angeles.

ARTHUR GARCIA is a twenty year old resident of the Happy Valley area of Los Angeles. Happy Valley is in Lincoln Heights and is one of our most impoverished neighborhoods. Arthur is a victim of polio and gets around in a wheel chair, so that he watches television more frequently than some more able-bodied young people. He also enjoys the confidence of the youth in his neighborhood and is uniquely qualified to answer many of the questions about which we have no direct knowledge. (E. F. Hunter)

TOMAS GARCIA has always worked with Mexican American youth in California. He developed the YMCA club program in Los Angeles and southern California. In 1943 he conducted the investigation of juvenile gang activity in Los Angeles for the Probation Department. During the same year he developed the concept of street worker and a program of informal supervision of leading juvenile gangs. He recruited and trained probation officers for a new Group Guidance Unit. This work was prominently mentioned in AMERICAN ME by Beatrice Griffith (Houghton Mifflin Co.). Now as the head of Vocational Services for the Social Service Division of San Mateo County, he is conducting an extensive crash program in vocational counseling and training. He studied at Whittier College and at the University of Southern California.

E. FARLEY HUNTER (B.A. West Virginia University, LL.B. Duke University) is the Assistant Project Director of the Evaluative Study of Youth Training and Employment Project in Los Angeles for the U. S. Department of Labor. The project in East Los Angeles serves primarily Mexican American youth and in South Central Los Angeles, primarily Negro youth. She is also the Assistant Director of the Laboratory in Urban Culture at Occidental College. During the summer of 1964 she worked with mostly Negro youth as Deputy Probation Officer. She is a member of several education and welfare committees, including the Mexican American Education Committee and the All Nations Eastside Community Center.

LEONARD RAMIREZ is the Director of Rehabilitation Facilities of the Juvenile Probation Department of San Jose. He is in charge of the rehabilitation programs of three ranches for boys and girls who are delinquent wards of the court. Previous to his post as superintendent, Mr. Ramirez has been Group Worker, Supervising Group Counselor, Deputy Probation Officer, Assistant Superintendent of the William F. James Boys' Ranch and Superintendent of the Juvenile Rehabilitation Facilities. Prior to his education at Visalia Junior College and San Jose State College (B.A. Sociology, Psychology) he worked at several jobs, including migrant farm labor and cannery work in the San Joaquin Valley. As a member of the Mexican American community in California and through his work, he has had much contact with Mexican American youth.

PAUL M. SHELDON (B.A. Harvard College, M.A. and Ph.D., Sociology, New York University) is chairman of the Department of Sociology and Anthropology at Occidental College and the Director of the Research Laboratory in Urban Culture at Occidental College. He has been engaged in research into the Mexican American community in the United States: EXPERIENCES OF MEXICAN AMERICAN YOUTH IN THREE LOS ANGELES PUBLIC HIGH SCHOOLS and MEXICAN AMERICANS IN THE METROPOLIS: A STUDY IN SELF-PERCEPTION AND COMMUNITY PARTICIPATION. In April 1963 Dr. Sheldon was Director of the Southwestern Conference on Educational and Social Problems of Rural and Urban Mexican American Youth. He is also the director of an evaluative study of two Youth Training and Employment Projects for the Department of Labor, one in East Los Angeles which involves primarily Negro youth. In October of 1965 he participated in a symposium on Spanish-speaking people. He serves on various committees, including the Advisory Committee to the State Superintendent of Schools on Equal Educational Opportunities for Minority Groups and the California Youth Authority Advisory Commission on Minority Youth.

RONALD C. WALLER (B.A. University of Alberta, Canada, Ph.D. University of California, Los Angeles) is the project psychologist for the Economic and Youth Opportunities Agency in Los Angeles. He is in charge of training and supervising the counselors and developing the testing techniques and the educational and training programs. He has been a consultant for numerous vocational training projects and has supervised the training of other groups, e.g., VISTA volunteers, California State College Vocational Rehabilitation Trainees. During the summer of 1965 Dr. Waller was Project Director for a summer farm program for youth involving tutoring, counseling, physical fitness and farm work. During his graduate studies he organized and conducted therapy programs for adolescents and adults, acted as consultant for a school for adolescent boys and girls, lectured at UCLA Extension and Camarillo State Hospital, was half-time counselor at UCLA Counseling Center, and Director of the consultant program for inservice training in the Psychology Department at Camarillo State Hospital.

ALEXANDER S. ZERMENO (B.A. Sociology and Corrections, San Jose State College) began his career with the California Department of Corrections as a Group Supervisor for delinquent boys in a county juvenile home and boys' ranch. After two years he became a Deputy Probation Officer, responsible for supervision and case work of a juvenile case load. In 1962 Mr. Zermeno worked with adults as a Correctional Counselor and he is now a Parole Agent with the Parole and Community Services Division. He has served the Mexican American community by his membership in the Community Service Organization, the Mexican American Unity Council of Alameda County and the East Bay Spanish-speaking Citizens Foundation.

APPENDIX VI

Advisory Committee List

23-A/23-A

6. Community Involvement via Advisory Council

The following people participated either directly or indirectly in the Advisory Council and most all participated in the one or more of the three meetings held at KQED to discuss the interests of Labor, Business, Government at all levels, had in the project, their contributions toward formulation of an effective approach, and their participation and follow-through in the creation of training and job opportunities.

Norman Beals - General Manager State Personnel Board, S.F.
Ralph E. Boyton, Dir.of Training, Bank of America -"-
N. V. Deggendorfer, Supervisor Trade & Tech.Education -"-
S.F.Unified School District
Edwin R. Duncan -"-
Norman C. Ecklund, Dir. Recruit & Examinations
S.F. Civil Service Commission
Eunice Elton, Field Supervisor, San Francisco
Dr. Marie Fielder, Supervisor, Graduate Internship Program
University of California, Berkeley
Jack Flannery, YOC Supervisor, Oakland
E. H. Fowler, Principal-John Adams Adult School, S.F.
Dr. Edward Goldman, Director of Adult & Vocational Training
S.F. Unified School District
Howard B. Gundersen, Regional Representative
Manpower Development & Training, S.F.
George Jarrett, YOC Supervisor, San Francisco
Marc Johnson - Area Manager, San Francisco
Senator Robert J. Lagomarsino, State Capitol, Sacramento
Clifford Levy, Director Far West Surveys, S. F.
Howard C. Lockwood, Manpower Specialists, Lockheed, L.A.
Ray Louerer, Field Supervisor, Alamdda City
Don Mayall, Senior Area Analyst, San Francisco
Wesley P. Smith, State Director of Vocational Education
Sacramento
Richard M. Wenstrom, Assistant Supervisor MDTA, Oakland*

The Agendas included specifically the following:

a) Program formats
b) Job Development & Job Training by Industry
c) Labor Union perspectives
d) MDTA and other Federal tie-ins
e) Non-trade employment opportunities

*Addendum, p. 25-25-25

RICARDO A. CALLEJO

APPENDIX VII

Research Design

Final Technical Report

PLAN FOR RESEARCH
on the
KQED SPANISH-SPEAKING YOUTH TRAINING PROJECT

submitted by The Institute for Communication Research, Stanford University, to the Bay Area Educational Television Association (KQED, Channel 9), San Francisco, California, according to the subcontract agreement between KQED and Stanford under Office of Education Project Number ORP-061.

November 1965

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PLAN FOR RESEARCH ON THE KQED SPANISH-SPEAKING YOUTH TRAINING PROJECT

The research program in conjunction with the KQED Spanish-Speaking Youth Training Project has a threefold objective: (1) to provide periodic evaluation of the effectiveness of the various aspects of the KQED (Channel 9) program series while it is in progress; (2) to test the effectiveness of the various attempts to enlist potential audience of Spanish Latin-American persons within the KQED range for the program series; and (3) to provide the means for program evaluation that can be incorporated into a report detailing KQED's experience which can be disseminated and used in other areas and for other minorities.

The proposed plan and research strategy which can efficiently achieve these objectives is a three-phase survey plus a set of group-viewing television forums, with provision made for program pretesting. The plan may conveniently be described under four headings:

I. Enumeration and Sampling
II. The Three-Phase Survey
III. The Television Group-Viewing Forums
IV. Resources for Pretesting the Programs

I. Enumeration and Sampling

The location and identification of KQED's target audiences and of the population of the study which is to be sampled is the purpose of the enumeration. Three categories of persons make up the population to be studied in relation to the KQED pilot project:

1. Primary: school dropouts and/or unemployed, ages 16 to 20, inclusive;
2. Secondary: youths, 13-15 years of age (still in school);
3. Tertiary: youths, 16-20 years of age, in school or employed full time.

Enumeration in selected locations is required because the available records do not provide a representative listing of the potential audience or of the population: principally the potential school dropouts and actual dropouts and/or unemployed youths of Spanish Latin-American ancestry. Since, however, these are largely disadvantaged persons living in urban neighborhoods whose inhabitants have relatively low income, relatively high unemployment, and relatively low educational attainments, characteristics positively correlated with high denstity of minority groups, these young people can be conveniently located by enumeration in census tracts with a heavy concentration of Spanish-surname persons. But neither Spanish-speaking nor Spanish-surname persons exhaust the population of Spanish Latin-American ancestry. Hence, the population of this study is defined as youths between the ages of 13 and 20, inclusive, who are of Spanish Latin-American ancestry (whether or not the family name be identified as a Spanish surname, and whether or not Spanish is the primary language spoken in the home), living in those city blocks of Oakland and San Francisco, whose concentration of Spanish-surname population, according to the 1960 U.S. Census, was at least double the percentage of Spanish-surname persons in the total population of the county in which the tract is located.

By this definition 25 tracts or portions of tracts are available for sampling: 8 tracts in Oakland and 17 in San Francisco. These are as follows:

1. Oakland (in Alameda County, where the percentage of Spanish-surname persons to the total population, according to the 1960 U.S. Census, is 7.4%):

Tract	Number of City Blocks having dwelling units
OK 21B	16
OK 25	60
OK 52	96
OK 55	74
OK 56	33
OK 57A	26
OK 68B	35
OK 69B	48

2. San Francisco (where the percentage of Spanish-surname persons to the total population, according to the 1960 U.S. Census, is 6.9%):

Tract	Number of City Blocks having dwelling units
K 3	42
K 4	22
K 6	27
L 1	81
L 2	53
L 3	47
M 1	41
M 2	58
M 3	34
M 4	82
M 6	97
N 1	27
N 2	20
N 3	18
N 8	25
N 9	24
N 14	30

The study concentrates on Oakland and San Francisco for several reasons. The San Francisco-Oakland metropolitan area enjoys the best reception of the KQED signal. The two cities, however, differ in the kinds of jobs available and in the composition of their Spanish-American population. San Francisco's job opportunities are largely in the white-collar financial and commercial fields; Oakland's tend toward the heavier industries. Though Mexican is the largest foreign stock among Spanish Latin-American nationalities in both cities, San Francisco has the heaviest concentration of Central Americans and South Americans in the Bay Area. Oakland's Latin-American population, on the other hand, is more diffused throughout the city and has a relatively higher interaction rate with the Negro population. Both cities are included in the study in order to obtain greater representativeness of Latin-American youths in the Bay Area and to detect differences in attitude and behavior that may be due to varying social patterns. If television is effective in influencing minority youths in these quite different cities, it is likely that this medium would be sucessful in other communities also.

Anticipation of major logistic and administrative problems in all stages of the research, if the study were broadened to include other Bay Area cities, has confined the focus to these two urban centers. (Appendix A lists additional tracts in Alameda and Santa Clara Counties in which the Spanish-surname population is twice the county average.)

A four-stage random probability sample by tract, block, household, and person is recommended. Tracts are to be sampled for the forum (group-viewing of the KQED series) and non-forum conditions (see below, Section II). Block sampling within the randomly selected tracts continues, along with enumeration of all Spanish Latin-American youths in such blocks, until a large enough sample is obtained in all three categories of the target audience for all three phases of the survey (see Section II). When more than one tract is required to fill the quota in either the forum or in the non-forum condition of the primary category, tracts contiguous with the first sampled tract in the forum or in the non-forum condition should be randomly selected.

The enumeration lists are sampled for the three categories of the population to be interviewed in the survey stage of the research according to the following plan:

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1. One individual in the primary category in every Spanish Latin-American household having an identifiable member of that category;
2. One individual in the secondary category in every nth Spanish Latin-American household having an identifiable member of that category. The sampling within-block fraction will depend on the average number of such households in the sampled blocks and the desired number of interveiws in this category, allowance being made for noncompleted interviews for whatever reason;
3. One individual in the tertiary category in every nth Spanish Latin-American household having an identifiable member of that category.

The obtained sample provides the basis for randomly equivalent subgroups in the analysis of the survey results and in the initial composition of the forum and non-forum conditions.

Suggested forms and questions for the enumeration or block listing and Spanish-American household listing are presented in Appendices B and C, respectively. Two callbacks are recommended for not-at-home cases; provision is made for these on the Block Listing sheet. On the List for Spanish-American Households, the last three columns, titled "Audience P S T" (for Primary, Secondary, Tertiary Categories), are included to facilitate sampling procedures; the space is not needed by the enumerators. The language question is asked, in order to help estimate the number of Spanish translations of the questionnaire schedule that should be carried to each block when its sample is to be interviewed.

The enumeration, it should be noted, does not merely identify and locate the population. It presents useful and up-to-date information to the KQED project staff about the members of the target audience in the two urban centers: their age distribution, the number in school, employed, and dropouts-unemployed; the percentage of households using Spanish as the principal language for communication within the home; and the percentage of households and of the target audience of various Latin-American national origins.

II. The Three-Phase Survey

The main purposes of the survey are not only (1) to collect demographic data on the three categories of youths in the sample, (2) to ascertain their mass-media habits, and (3) to measure the character of their occupational aspirations and their attitudes toward education and work. It will also gauge their awareness and image and use of the available sources of help, their perception of parental attitudes toward their academic and vocational training and aspirations, their exposure both to the promotion of the programs and to the program series itself, as well as the attending circumstances of the exposures. By means of these data, the effects, including possible boomerang effects, can be estimated of the KQED programs on the youths' intentions, aspirations, attitude and behavior relative to education and work.

Interviews are to be conducted at three points in time, to provide feedback for KQED programmers to use in modifying later broadcasts: (1) prior to the preview of the first program; (2) after one third of the programs in the series has been broadcast, or after six weeks of broadcasting, whichever is the earlier; and (3) after the second third of the programs has been broadcast, or after twelve weeks of broadcasting, whichever is the earlier. Approximately 1300 youths are to be interviewed, though this number is subject to the qualification detailed below, in Section III. The approximate number of interviews, by categories, in each of the three phases of the survey is as follows:

	1st Phase	2nd Phase	3rd Phase
Primary Category			
Forum Condition (Panel: the same subjects are interviewed at 3 different times)	300	300	300
Non-forum Condition			
Panel: the same subjects are interviewed at 3 different times	100	100	100
Non-panel: different subjects are interviewed at each of the 3 times	100	100	100
Secondary Category: different subjects are interviewed at each of the 3 times	100	100	100
Tertiary Category: different subjects are interviewed at each of the 3 times	100	100	100
Approx. Total	700	700	700

As indicated above, a panel of youths in the primary category in the forum condition and a panel in the primary category in the non-forum condition are reinterviewed in each succeeding phase. Separate samples of youths in the primary category in the non-forum condition and separate samples of youths in the secondary and tertiary categories are interviewed, for the first and only time, in each of the three phases. In each interviewing phase the forum and non-forum tracts are equally represented among the secondary and tertiary categories to permit comparison of the degree and quality of exposure to the KQED programs in the experimental and control conditions across all categories. The methodologically irrelevant provision for 100 interviews in the non-panel, non-forum condition for the first phase of the survey allows for their substitution in the panel, non-forum condition in the second phase, should panel-mortality be high.

To reduce the refusal rate in both the enumeration and interviewing stages of the research and to increase the rapport between interviewer and respondent, it is strongly recommended that the people employed to carry out the enumeration and the interviewing in the field be of Spanish Latin-American ancestry, able to speak and understand both English and Spanish, and recruited from, or at least familiar with, the areas where the research is to be conducted. It would also be highly desirable that they be chosen from among the target population itself. Such personnel, in limited number, may be contacted through the offices of the California State Employment Service. If possible, the field supervisors should also be of

Spanish Latin-American ancestry and residents at least of the county in which they will work. The scheduling of the enumeration and survey stages of the research must allow for the training of this inexperienced staff.

Enumeration and interviewing should be confined to daylight hours, except for callbacks (to complete enumeration and interviews of "not at home" cases). If qualified enumerators and interviewers from the area are unavailable in sufficient number, it may be necessary, in order to prevent a high refusal rate, to have a (hired) person from the neighborhood accompany each non-area interviewer. Female interviewers, whenever conveniently possible, should be used to interview female respondents.

English and Spanish versions of the survey schedules, and even of the enumeration questions, should be prepared and made available to each interviewer (or enumerator), as needed.

Since the survey is to employ inexperienced, recently trained interviewers, and possibly from the same peer-group as the respondents, and since the survey is directed to respondents whose English comprehension and articulation and general academic attainments are below the average of Americans in their age category, the questions must be kept extremely simple. Wherever possible, they should require only a one-word answer or be provided with fixed-alternative responses. The major exceptions are instances where the respondents' own frame of reference is relevant and where, for example, the respondents' awareness of such things as the availability of help sources and of the variety of KQED's promotional advertising for the programs is being tested. A Spanish translation of the interview schedule should be used whenever the respondent indicates preference for this version of the questionnaire form.

The questions to be included in the interview schedules should produce measures on several types of variables, ordered according to four major sections: (1) Mass-Media Habits; (2) Demographic Variables; (3) Attitudes and Motivations; (4) Variables specifically related to YOC and KQED. A suggested outline of the variables by sections, which is offered as a guide for the construction of the interview schedules, is found in Appendix D.

The variables on Mass-Media Habits are placed first on the assumption that questions in this area are least threatening to the respondent and most conducive to establishing rapport with the interviewers. Their inclusion in the schedule will enable the KQED programmers to ascertain if the scheduled time and day of the KQED program maximizes the probability that the greatest number of the potential audience will be watching it and to determine if the promotion of the program series through radio advertising is capitalizing on the potential audience's listening habits. Understanding of where, when, and with whom the youths view television may make program planning easier.

Demographic characteristics are usually asked last since they sometimes arouse resistance and suspicion, but are here placed second. Though such arousal may occur when adults are being interviewed, the danger is perhaps less real when the respondents are younger. The third section suggests questions that are potentially more threatening for youths in our categories than the demographic variables. The section on demographic characteristics makes available an accurate description of the members of the population and of KQED's potential audience in terms of their cultural, educational and economic status, useful in indicating differences in attitude and motivation regarding education and employment and in explaining, at least in part, these differences. Awareness and use of sources of help and exposure to KQED's promotion and to the programs themselves can be distinguished by such factors as age, sex, and national origin.

A detailed analysis of the data collected on the young people's attitudes and motivation concerning education and work supplies KQED with a clear picture of their perceived predicament and aspirations so that the programs realistically appeal not only to their objective needs but also to their felt needs. A comparison of the measures on these variables from the first phase of the survey with those of subsequent phases determines what effect, if any, the programs are having on attitudes toward training and on aspirations regarding type of employment, including possible boomerang effects among the respondents in the secondary and tertiary categories.

Questions specifically related to the Youth Opportunity Center (YOC) and KQED are placed at the end of the schedule lest they influence the verbalized attitudes and motivations. The questions in this section are intended to check on the effectiveness of promotion of the KQED programs and of YOC facilities, in terms of the respondents' awareness, image, and use of them.

Four separate interview schedules should be prepared: one for each of the three categories and the fourth, much shorter than the other three, for the reinterviewing of the panel members of both the forum and non-forum conditions of the primary category. The schedule for the primary category in the non-panel, non-forum condition and the schedules for the secondary and tertiary categories are used in each of the three phases of the survey, when different persons of the categories are interviewed.

Formal pretesting of research materials and procedures will be necessary. Tract 0004 in South San Francisco, in San Mateo County, is recommended for the pretest. This tract's concentration of Spanish-surname persons is at least twice the county average (6.5%).

In addition to notifying the usual authorities of the area about the schedule and purpose of the enumeration and the survey, the research director should also inform the churches and social, athletic and business organizations and welfare agencies of the area and invite them to encourage their members to cooperate with the interviewers.

Besides the measures of the effectiveness of the programs that are obtainable from the survey, arrangements should also be made for the collection of recruitment data at the intake stations in offices of the YOC and dropout data of students of high schools in the tracts included in the sample. The former is to be analyzed for intake differences between the forum and the non-forum conditions relative to the youths in the primary category; the latter for dropout differences in the current and previous years among youths in the secondary category. These gross measures, whose collection are dependent on arrangements to be made with the proper authorities under conditions specified by, respectively, the Fair Employment Practice Commission and the superintendents of the two unified school districts, are to supplement and confirm, or challenge, those from the survey.

Analysis: the marginal distributions of the variables in all four sections of the survey will describe the target audience on characteristics of interest to the project. To detect interrelations among the variables, cross-tabulations of these characteristics should, of course, be done, including those which involve variables not explicitly listed in the Interview Outline: the forum/non-forum conditions, the three categories of the target audience, the two cities in the sample. These last two already imply a number of dimensions; and if either is correlated with, for example, utilization of YOC facilities or frequency of viewing the program series, recourse to multi-dimensional tabluations would refine the analysis and may even suggest an explanation of the simple cross-tabulations. The results of such analytical procedures, moreover, would give insights to the KQED programmers that may point to profitable changes in emphases that should be made in the programs. Thus, the joint effect of perceived obstacles to employment and image of YOC on actual or intended utilization of YOC should be investigated. Similarly, the combined influence of mass-media promotion and word-of-mouth advertising on frequency of viewing would tease out the communication networks effective in attracting a potential audience of minority group members to an educational television program.

III. The Television Group-Viewing Forums

The purpose of these forums is to test the operational feasibility of using group-viewing-and-discussing of mass-media programs to motivate change in culturally deprived segments of minority groups. In this part of the research the interest focuses on the integration of mass communication and interpersonal (specifically, within peer groups) communication. The forums are also designed to be catalysts for the formation of group-viewing discussion clubs composed of youths not in the experimental forum condition to supply desirable feedback to KQED during the length of their existence. Difference between the effects of television-viewing with group discussion and those of television-viewing without group discussion can be tested by means of the three-phase survey and from other sources, as noted above. And both types of viewers can be contrasted with non-viewers, although differences from this group are quite likely to reflect self-selection factors as much as effects.

This feature of the research attempts to imitate the successful experiments in France and Japan where forum clubs were organized around television and used as instruments to carry information to their members, to develop leadership, and to bring about desirable change in group-anchored attitudes and behavior. Similar radio forums had been used in Canada just after the war among the farmers with impressive results and continue in India among villagers as part of that country's Community Development Program. The television or radio group-discussion forums combine the advantages of the mass media to desseminate information and focus the issues and the advantages of face-to-face communication among peers to influence and reinforce each other in a group setting where discussion and consensus permit a person to adopt changes without becoming a deviate from the group.

The research plan proposes the establishment of about sixteen forums in the neighborhood areas of Oakland and San Francisco, each made up of approximately 16 to 20 members (total N: approximately 300) of the primary target audience, according to the following initial composition:

	Males	Females
Oakland		
16-17 yr. olds	16 (Forums 1, 2)	16 (Forums 3, 4)
18-20 yr. olds	16 (Forums 5, 6)	16 (Forums 7, 8)
San Francisco		
16-17 yr. olds	20 (Forums 9, 10)	20 (Forums 11, 12)
18-20 yr. olds	20 (Forums 13, 14)	20 (Forums 15, 16)

Recruitment to the forums is exclusively from the tracts (and blocks) in the forum condition. Sampled members of the primary category in the forum-condition tracts are invited to preview a new televised series about which the respondent's opinions and criticisms are desired. Each recruited member is permitted to bring along a guest. The invitation is made after the individual interview in the first-stage survey is completed; each sampled respondent in the forum condition is given a printed invitation, which will serve as a reminder to the respondent of the date, time and place of the preview.

Each forum is to meet for one 90-minute session weekly for an indeterminate number of weeks. The format for each session includes the showing of a preview of the week's program on film or tape, followed by a discussion of the program and of the problems and actions suggested by the program. A tape recorder makes a record of the participants' reactions and of their subsequent discussion. The forum members and their guests are invited back for the following week's preview showing; invitation cards are distributed.

The forum groups are to be permitted, after a trial number of preview sessions, to continue on a more informal basis, viewing and discussing live broadcasts of the programs. The change to a more informal basis would be made at a time planned to maximize the likelihood of the group's continuation.

The number of personnel required to direct all the sessions would be minimal: three to six young men (and women) of Latin-American ancestry, from the peer-age group if possible (recruitment for these positions may be had from among the personnel hired to do the enumeration), especially trained to act as discussion leaders during the forum sessions. The suggested number provides for substitutes, since no more and possibly fewer than three would be needed for any one session. Their duties would include: (1) greeting the forum members; (2) collecting and checking the invitation cards; (3) administering the first-stage survey interview to a sample number of guests accompanying the forum members; (4) operating the projector; (5) initiating the discussion; (6) and, after the forum members have left, adding to the tape, which has been recording the discussion, their general impression of the group's reaction: the quality and extent of participation (e.g., how many volunteered opinions). Their activity, especially during the discussion, would gradually or even abruptly decrease, as group leaders or spokesmen emerge from the forum groups themselves.

Forum-viewing of a preview of the program on film or tape rather than of the broadcast version over television is suggested for several reasons: (1) principally, because it is assumed that people noted for their reluctance to join organizations would need some initial inducement to attend a forum session. The solicitation of their personal views of a program scheduled for television and the very notion of seeing a preview are here assumed to give those invited to the forum a unique and envious status within their peer groups. (2) Under this format, no provision need be made for occasions when there is poor reception of the KQED signal. Location for conducting the forums, moreover, need not be determined by whether the KQED signal is satisfactorily received. (3) The same equipment can be used for all the forums, thus obviating the need to rent or purchase several tape recorders and television sets. (4) The number of discussion leaders to be hired and trained is reduced. A limited staff of four to six (including replacements) could handle the duties under the proposed plan, if a timetable like the one suggested below were followed:

Day I in Oakland (first neighborhood):

Morning	Forum 3
Early afternoon	Forum 1
Mid-afternoon	Forum 7
Evening	Forum 5

Day II in Oakland (second neighborhood):

Morning	Forum 8
Early afternoon	Forum 6
Mid-afternoon	Forum 2
Evening	Forum 4

Day III in San Francisco (first neighborhood):

Morning	Forum 11
Early afternoon	Forum 9
Mid-afternoon	Forum 15
Evening	Forum 13

Day IV in San Francisco (second neighborhood):

Morning	Forum 14
Early afternoon	Forum 16
Mid-afternoon	Forum 10
Evening	Forum 12

The shifts in viewing time for the age and sex subcategories are for the purpose of noting the effects and impact of older (and opposite sex) peer groups on younger peer groups in forum intake and response.

The use of a tape recorder rather than a written or oral report from one of the members of the forum or from the discussion leader is prescribed, since such a procedure requires no special incentives to insure that the desired information will be made available to KQED. Furthermore it puts no secretarial burden on any of the forum members, which in any case they may not have the skill to assume, and prevents a biased or grossly inadequate report. No peer-member need assume a role that may be perceived to be that of an informer by the one detailed for the task or others in the group. The danger that the use of the tape recorder may, at least initially, inhibit frank discussion can be minimized with careful handling.

The composition of each forum by sex and age is based on the assumption that age and sex differences within a collection of persons gathered for the defined purpose can have, especially for the minority group in question, inhibiting consequences on open discussion that is to follow group-viewing of the programs. On the other hand, the evolution of each forum's composition, like the evolution of the sessions from a more formal to a less formal administration, should be allowed to take place without undue interference from the administrators of the research.

Flexibility should mark the entire structure and operation of the forums. The primary purpose in establishing these forums is to provide the occasion for determining the practicality of having recourse to engineered integration of mass and interpersonal communication in a group setting to achieve the necessary attitudinal change and behavior decisions in members of a group. The circumstances attending the sessions should be as ideal as possible, to enhance the prospect of success for this delicate adventure in social engineering. Yet everything should be programmed so that a realistic test can be made of the operational feasibility of such forums. The area from which forum members are selected, for example, should not be so extensive as to detract from the neighborhood character of the forums. The locations of the sessions should be familiar to and convenient for those attending the sessions. If therefore the density of the unemployed Spanish Latin-American high-school dropouts in Oakland is low, it may be desirable, rather than to increase the number of sampled tracts, to reduce the number of those participating in the forums and/or to combine the age groups, even though this may cut down the number of forums in Oakland from eight to four.

An interesting by-product of the forums may be their use as material for program segments and as models for viewing groups among the primary audience not in the forum condition. Both on-the-air promotion and interpersonal contacts with actual and potential leaders among the Spanish-American community should be used to encourage peer-group members to view and discuss the programs together and to tell KQED the results of their discussion. Printed materials to serve as discussion guides and questionnaire forms to facilitate feedback to KQED from such natural groups should be prepared. Records should be kept of persons writing or phoning in for such material, so that the project staff can take the initiative in finding out the results of such group discussions.

Both the "experimental" forums and such informal viewing groups should be encouraged as a way of fostering "grass-roots" participation and discussion of the social problems the programs are concerned with. Every effort should be made to permit the program series to become an instrument in providing a two-way communication channel between the Spanish-American community and the agencies established to help its youth. The image of the KQED programs fashioned by these young people and their elders should become such that they learn to recognize the utility in communicating, by whatever means available, with the program staff and through the staff to the policy makers and planners concerned with the social problems of this group.

IV. Resources for Pretesting Programs

Though the forum discussions should supply KQED with valuable feedback for future programs, it will also be helpful to pretest programs before they are aired. A selection of the target audience to evaluate segments of future programs, to spot in these segments verbal and visual faux pas that only members of "la raza" and their age group could detect and, in general, to provide the necessary feedback that would permit revision of a program prior to broadcast could be recruited through already existing institutional channels (neighborhood high schools, local boys' clubs, the area's YOC). Or recruitment may be had from among the members of the target audience on the enumeration lists who are not in the sample, or from among the applicants being screened for employment as interviewers for the survey research of the present project.

Groups recruited for this task would be shown preliminary footage for later programs. Questioning of such groups should reveal where cuts could best be made and where reshooting seems necessary to clarify points raised by the pretest groups. Such pretest sessions should be tape recorded. And in order to maximize the likelihood of free and frank discussion, they should be conducted by Spanish-American testers.

Discussion

Implementation of this research plan should adequately answer the question whether educational television, as represented by Channel 9 in San Francisco, can effectively be used to motivate change, attitudinal and behavioral, in culturally deprived minority groups, and specifically among Spanish Latin-Americans between the ages of 13 through 20, inclusive, in San Francisco and Oakland.

It provides for the periodic evaluation of the effectiveness of various aspects of the program through feedback from the interview data of the three-phase survey and from tape recordings of the forums' reactions to and discussions based on the program.

It tests the effectiveness of promotional attempts to enlist potential target audience to an educational television program series by supplying from the three-phase survey desired data for analysis on variables concerning the sociometric character of the respondents' viewing habits, the respondents' recall of effective influence exerted and received concerning the KQED programs under scrutiny, and exposure to the various promotional advertising. Measures on these variables from two distinct samples, in Oakland and in San Francisco, provide the opportunity for cross-validation of any results obtained from only a single sample, and consequently a greater confidence in such results.

The research plan also provides information on KQED's experience that can be disseminated and used in other areas and for other minorities. The survey produces necessary information on the socioeconomic background of the potential audience to enable specification of the kinds of audience attracted to or not reached by KQED's programming and promotion and describes the different ways different kinds of persons were attracted to the programs. It supplies, also, measures on the potential audience's image and use of informational sources that suggest which channels, and combination thereof, might be profitably used, as well as comparative measures over time to detect changes in attitude toward training and work resources on the part of the target audience and adult audience as they bear upon not only the predicament faced by the school dropouts and the youthful unemployed but also on its solution.

In addition, the forums give direct information and a permanent record of the spontaneous vocal reaction of a representative sample of the target audience to segments of the programs and of the discussion by the viewing groups. Moreover, the experience gained from working with the forums should provide some insights into the possibility of deliberate (and even institutionalized) use of intercommunication networks in combination with the mass media to facilitate desired changes in persons and groups. And in conjunction with the survey, the forums serve as a basis for comparing the effects of television-with-discussion and television-without-discussion in the larger social matrix that includes or excludes group reinforcement as a relevant factor in the process of attitude change. Finally, television viewing of either variety can be compared with no exposure to the program series, though this comparison cannot rule out self-selection as the rival hypothesis.

Costs

The costs of implementing this research plan will depend on several factors, the details of all of which cannot be specified here.

The costs of implementing the forum groups might well be charged to the project's operating budget rather than the research budget. Such costs would include salary for the discussion leaders, cost of tape-recorder and tapes, perhaps the rental of meeting halls, and the costs of print materials prepared in conjunction with the program series. An extra print of filmed programs or program segments might be desirable. The operation of the forums should be as closely integrated with the program operation as possible, rather than appearing as the operation of an independent evaluation agency.

In order to do this research successfully, it will be necessary to recruit and train for interviewing, field supervision, and for office-based data processing tasks such as coding and tabulating of questionnaire results, a bi-lingual Spanish-American research staff. In order to attract and keep a large enough crew of competent trainees through a training period of at least two weeks some funds will be required to pay trainees during this period. An estimated 25 to 30 persons should be trained for such interviewing and other research tasks. To allow for dropouts for whatever reason, perhaps 50 should be recruited initially. Provision for such training and possibly for arrangements to assist in job placement in other research jobs after completion of this research might be made as a separate job training budget distinct from the direct costs of the research. Costs would include salaries for instructors, as well as costs of instructional materials, and rental of space. Detailed costs would have to be worked out with the agency contracting to do the training.

The primary direct cost of the research would be the interviewing costs. Since materials have to be prepared and interviewing conducted in two languages, the costs per interview would be higher than on some other surveys. For the 2100 interviews recommended an estimated $15 per interview of field costs, including interviewer supervision, would lead to a budget item of $31,500. Additional office costs such as salaries for a research director, research assistant, secretary, and costs of office supplies, communication, data analysis (computer time) and report preparation, duplication, and distribution, might add another $18,500. Overhead charges might increase the costs beyond this $50,000 total. Pretesting of programs could be included within these budget estimates, since no additional staff salaries would be required. Detailed cost figures would have to be worked out with the organization contracting to do the research.

Appendix A

ALTERNATIVE TRACTS FOR SAMPLING IN ALAMEDA AND SANTA CLARA COUNTIES

San Jose, which has the highest concentration of persons of Spanish Latin-American ancestry among the metropolitan centers in the Bay Area (its Latin-American population is almost exclusively of Mexican descent), might be considered as an alternative to Oakland for tract sampling.

These are the tracts in San Jose whose concentration of Spanish-surname population, accoridng to the 1960 U.S. Census, was at least double the percentage of Spanish-surname persons in the total population of Santa Clara County, the county in which San Jose is located:

A 1
A 3
A 7
A 8
A 11
A 14
A 15
A 17
A 18
A 19
A 32
B 33
C 36
C 37
C 40
C 41
D 43
F 46
S 120
T 121

In Santa Clara County the percentage of Spanish-surname persons in the total population, according to the 1960 U.S. Census, is 12.1%.

Other tracts in Santa Clara County with a percentage of Spanish-surname persons at least 24.2% are:

E 44
N 96
W 124
X 125
X 126

Besides those in Oakland, these are the tracts in Alameda County whose percentage is at least double that of the county:

BE 1A
FR 70
FR 75
HA 50
HA 51
HA 56
HA 61
HA 63
HA 64
SL 31
SL 40
SL 41
NE 77
UC 69

SF/Oak

Appendix B

Census Block________

BLOCK LISTING

Instructions. FIRST CALL: List every occupied dwelling unit (home, apartment, flat) in this block starting at the corner of ________________ and ________________ streets and going clockwise around the block. At every such dwelling unit, immediately after listing it, ask the following questions of any member of the household available for questioning and able to supply the answers: Good morning [or afternoon or evening]. I'm from ____________________. We are conducting a study among the young people in this area and would like to ask you a few questions. Is anyone living here, in this household, of Spanish-American origin? If the response is no, ask again: Is anyone living here who came from Mexico, Central America, the Spanish West Indies or Spanish South America, or whose ancestors were Mexican, Central American, Spanish South American, or from the Spanish West Indian islands? If the response is no again, circle NO in Col. 4 opposite the address and terminate the interview. If the response is Yes, circle SA in Col. 4 and ask the questions on List for Spanish-American Households. If no one is available for questioning, circle NH for "not home" in Col. 4 opposite the address; if no one in the household wants to respond to the questions, circle REF for "refused" in Col. 4.

SECOND (or THIRD CALL): Proceed as above, but record in Columns 5 (or 6).

1. House #	2. Street Address	3. Apt/ Flat	4. 1st Call	5. 2nd Call	6. 3rd Call
			SA NO NH REF	SA NO NH REF	SA NO NH REF
			SA NO NH REF	SA NO NH REF	SA NO NH REF
			SA NO NH REF	SA NO NH REF	SA NO NH REF
			SA NO NH REF	SA NO NH REF	SA NO NH REF
			SA NO NH REF	SA NO NH REF	SA NO NH REF
			SA NO NH REF	SA NO NH REF	SA NO NH REF
			SA NO NH REF	SA NO NH REF	SA NO NH REF

Signature of Enumerator: 1st Call ____________________

2nd Call ____________________ 3rd Call ____________________

Appendix C

SF/Oak

LIST FOR SPANISH-AMERICAN HOUSEHOLDS

Which country is that? Circle or write in name of country in upper right-hand corner on form below. How many such persons between the ages of 13 and 20 live in this household? Write in the number in space provided at top of Col. 1. What is the first name of the oldest male between the ages of 13 and 20? Print the name in the space provided in Col. 2. How old is he? Circle the number in Col. 3. Is he attending school this year? Circle Y (for Yes) or N (for No) in Col. 4. Is he working full-time this year? Circle Y or N in Col. 5. If more than one such male person, proceed as above: What is the first name of the next oldest male between the ages of 13 and 20? and so on. After information is secured for the youngest male, obtain the same information on the oldest female between the ages of 13 and 20, and so on. When enumeration adds up to the total at the top of Col. 1, ask, Is there anyone else between the ages of 13 and 20 in this household who is of Spanish-American ancestry? If no more names are offered, ask: What language is spoken at home amongst the members of the household? Then terminate interview. If more names are given, record as above. Then ask: What language is spoken at home amongst the members of the household? Circle answer, Sp. or Eng. in upper left-hand corner. Finally ask, again, regarding the number of persons of Spanish-American ancestry between the ages of 13 and 20 living in the household. Probe for any discrepancies. Before departing, be sure the correct number is written in at the top of the first column.

Block Number ____________________

Address ____________________

Language: Sp. Eng. Other

Country:
Mexico
Cuba
El Salvador
Nicaragua
Other____________

					Don't Use		
1. How many SA 13-20________	2. FIRST NAME	3. AGE	4. In school ?	5. Employed ?	Audience P	S	T
Oldest Male		13 14 15 16 17 18 19 20	Y N	Y N			
2nd Oldest Male		13 14 15 16 17 18 19 20	Y N	Y N			
3rd Oldest Male		13 14 15 16 17 18 19 20	Y N	Y N			
4th Oldest Male		13 14 15 16 17 18 19 20	Y N	Y N			
5th Oldest Male		13 14 15 16 17 18 19 20	Y N	Y N			
6th Oldest Male		13 14 15 16 17 18 19 20	Y N	Y N			
7th Oldest Male		13 14 15 16 17 18 19 20	Y N	Y N			
Oldest Female		13 14 15 16 17 18 19 20	Y N	Y N			
2nd Oldest Female		13 14 15 16 17 18 19 20	Y N	Y N			
3rd Oldest Female		13 14 15 16 17 18 19 20	Y N	Y N			
4th Oldest Female		13 14 15 16 17 18 19 20	Y N	Y N			
5th Oldest Female		13 14 15 16 17 18 19 20	Y N	Y N			
6th Oldest Female		13 14 15 16 17 18 19 20	Y N	Y N			
7th Oldest Female		13 14 15 16 17 18 19 20	Y N	Y N			

Appendix D

THE INTERVIEW OUTLINE

Note: Alternative or additional variables, where appropriate only for the different categories of respondents, are bracketed in the outline below.

I. Mass Media Habits

-- Only in the first phase for panels of the primary category; in all three phases for non-panel members of primary category and for secondary and tertiary categories.

A. Availability of telephone, television and radio sets in the home.

B. Television

1. Periods during the day when television is usually watched by respondent.
2. Place(s) where television viewing is usually done by respondent.
3. Three specific programs watched regularly by respondent.
4. Social matrix of television viewing: with whom television is most frequently viewed; persons' relationship to respondent: e.g., Do you watch TV most often alone, with members of the family, with a friend, with more than one friend?

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(If household has a TV set:) Person(s) in household who decide which stations and/or programs are to be tuned on: father/mother, oldest brother, etc.

C. Radio

1. Periods during the day when radio listening is usually done by respondent.
2. Place(s) where radio programs are listened to by respondent.
3. Three specific programs listened to regularly by respondent.
4. Station(s) listened to most frequently.

II. Demographic Variables

[Note: Although information on the first set of variables will already have been recorded, at least in part, in the enumeration stage of the research, the information should nevertheless be obtained here, as a check that the sample person is the one actually being interviewed. Coding procedures will also be facilitated.]

-- Only in the first phase for panels of the primary category; in all three phases for non-panel members of the primary category and for the secondary and tertiary categories.

A. Age (How old were you on your last birthday?) sex; current status of employment: in school, employed, unemployed; living arrangements: persons living with respondent: alone, parent(s), wife/husband, own children, number of brothers and sisters, of grandparents, of other relatives, of friends.

B. Birthplace; ancestry; immigrant status: whether native of native parentage, native of foreign born or mixed parentage, foreign born.

C. History of geographic mobility: length of time respondent has lived at present location, in present neighborhood, in Oakland (or San Francisco), in California, in the United States.

3

6

D. Highest grade completed in school.

[For the primary and tertiary categories:

1. Other schooling besides academic secondary school.
2. Jobs held (specific job and type of business or organization) since leaving school; duration of employment in each.]

E. Marital status of respondent: single, married, divorced, separated; respondent's relation to head of household.

F. Principal source of income of the household: wages of respondent, father/mother, wife/husband, a brother/ a sister, friend, "on relief."

[For the primary and tertiary categories:

1. Number of persons depending on respondent for their livelihood, in whole or in part.]

G. Parents' birthplaces; history of geographic mobility.

H. Parents' schooling; occupation (to be used as indicator of income, rather than asking a direct question on household income, which many of the youths would not in any case know or be able to estimate).

III. Attitudes and Motivations

-- Variables A through D: only in the first phase for panels of the primary category; in all three phases for non-panel members of the primary category and for the secondary and tertiary categories.

-- Variables E through I: in all three phases for all three categories.

A. Principal reason for terminating (continuing) formal education.

B. Self-rating as a student; approximate number of hours spent studying each week while in school.

C. Perceived helpfulness of secondary school attended (attending) in

1. improving respondent's facility in speaking, reading, writing English.
2. preparing for work.

[For primary category and those in tertiary category employed full time:

1. Willingness to complete formal education on secondary level; perceived advantages and barriers in doing so.
2. Willingness to go to a school to learn a specific job skill (to improve one's occupational status); kind of training respondent willing to go to school to learn.]

[For secondary and tertiary categories, still in school:

1. Intentions regarding schooling: prospects for continuing education beyond compulsory legal age: high-school diploma, college degree, vocational training after finishing high school, quit school as soon as possible, vocational training while working, further training in English.
2. Institutions where schooling will be continued: including Job Corps, adult night school, armed services.]

D. Self-rating in ability to speak, write, read English: including, e.g., Have you ever written a letter in English (in Spanish) to someone? If you had to write a letter to someone, would it be easier for you to do so in English or in Spanish?

E. Perceived importance of formal academic education, English facility, grooming for obtaining work.

F. Realistic character of occupational aspirations: type of job or work sought and perceived employability (see G) including, e.g., While in school, what are you planning (had you planned) on doing as your life's work? When you are your Father's (Mother's) age, do you think you'll be better off than your Father (Mother) is now? In what ways?

[For the secondary category and those in the tertiary category still in school:

What is the most important thing you can do now to assure yourself a good chance of getting the job you want when you're finished with school?]

G. Perceived employability: perception of sources of difficulty in finding work (keeping a job). (An open-ended question, followed by a series of fixed-alternative questions regarding extent each of the following is considered a barrier:

1. Discrimination: e.g., Do you think you (will) have more difficulty finding work than an Anglo (a Negro) of your own age and ability?
2. Lack of skill; deficiency in English.
3. Unwillingness to move to another area: e.g., Suppose you could get the type of work you want but this would require that you move to a new location. Would you consider moving? How far would you be willing to move: in the Bay Area only, anywhere in California; anywhere in the United States?
4. Family Commitments.

H. Perceived Discrimination: e.g., Do you think an Anglo (a Negro) family has an advantage over your own family in schools, with police, at employment offices, at welfare office, in the armed services, in finding a place to live?

I. Perceived parental attitude toward respondent's further training and occupational aspiration.

IV. Variables specifically related to YOC and KQED

-- Variables A1, B1, C, and E1: only in the first phase for panels of the primary category; in all three phases for non-panel members of the primary category and for the secondary and tertiary categories.

-- Remaining variables: in all three phases for all three categories.

A. Sources of help.

1. Awareness of sources of assistance in improving one's employability.
2. Attitude toward sources of assistance volunteered by respondent: Confidence in the sources named: their perceived trustworthiness, understanding, sympathy; their perceived helpfulness.
3. Utilization of sources of assistance.
4. Awareness of sources available to a young person seeking employment: newspaper ads, public agencies, private agencies, relatives and friends, walk-in (e.g., If you wanted to get a job, how would you go about looking for one?)

B. Youth Opportunity Center (Even if not named, ask directly about YOC).

1. Awareness of YOC programs for training, employment: when, how and what respondent heard about them.

2. Utilization of YOC services: actual, intended [illegible].

3. Attitude toward YOC: respondent's expectation if he (she) were to go for help to a YOC office (or before he/she had gone to the YOC office).

   (If respondent has already visited a YOC office:

   Respondent's purpose, degree of involvement -- i.e., whether registered, counselled, enrolled in classes, etc.; degree of satisfaction with YOC services and facilities.)

C. Promotion of KQED programs.

   1. Awareness of Channel 9.

   2. Exposure to promotional advertising of the program series.

      a. How respondent first came to hear about the program.

      b. Which of the following channels respondent knows for sure carries promotion (list is dependent on KQED's advertising schedule, but one channel not used should be included as a check for memory-accuracy): Television; Radio: which station, what time; Newspaper: name of paper, whether an article or an ad; Posters: their location; Public transit.

      c. Whether respondent first saw or heard these channels carrying the promotion or whether his (her) attention was directed to them by another; if the latter, relationship of person to respondent.

d. Discussion of ads: with whom (relationship to respondent).

D. Whether respondent is viewer of the programs:

1. Frequency

2. Duration: portions of the program or the entire program.

3. Number of persons watching with respondent; their relationship to respondent.

E. Influence

1. What prompted respondent to begin viewing the series; to continue viewing.

2. Whether the program was ever recommended to (and/or by) respondent.

F. Whether respondent has discussed the program with anyone within the last seven days; that person's relationship to respondent; nature (content) of the discussion.

G. Whether parent(s) watch the program; whether respondent has discussed the program with parents.

Whether respondent has ever discussed program with relatives, older acquaintance, friend own age.

Supplement to the Final Report
Submitted by Douglas A. Fuchs, Ph.D.
Consultant to the Project Director

January 7, 1966

Contents

Introduction
1. Enumeration and sampling the Spanish surname youth population
2. The pre-testing of programs
3. The interviewing of volunteers to the vocational training program
4. Surveying in the field during the KQED series
5. The forum-viewing plan
6. Conclusions
7. The research budget

Introduction

During the first week in December, SSYTP Project Director Clayton Stouffer approached this writer to ask for an evaluation of the attached research proposal by Stanford's Institute for Communication Research. The purpose of Mr. Stouffer's request in Berkeley was to seek an implementor for the research design.

The document to follow represents the framework of the major revisions in design which I feel, as research consultant to the Project Director, are necessary given the financial and temporal resource limits within which the project is now operating.

The proposed revisions should not be taken as imputing inaccuracies or gross shortcomings to the Stanford design; rather, since alternative details of concept and design are here, as often elsewhere, matters of judgment, it seems logical to cede the final decision to the implementor's judgments, not to a now disconnected planner's.

1. Enumeration and sampling the Spanish surname youth population

Strict adherence to Stanford's sampling plan would result in this enumeration problem: in those census tracts with the smallest Spanish surname population in the sample of 25 tracts (in Oakland and San Francisco) about one housing unit in every five will contain a youth between the ages of 15 and 21, the critical age for this study. It has further been estimated that unemployment in the Spanish surname youth group approximates 18 percent in San Francisco. Let us speculate that a number more of these youths are not in school, but not on the unemployment rolls; that is, they fit the "primary category" as Stanford used the term on their page 2. With the three factors above at work, it will be necessary for some 70 homes in the lower density "Spanish surname census tracts" to be enumerated to obtain a single youth of the primary category type. To obtain the 700 primary category youths called for in the Stanford Plan, 49,000 homes have to be enumerated. An experienced colleague in Berkeley has estimated the cost of this enumeration at $2.50 per housing unit. It is my feeling that this is an unwarranted cost.

The alternative to this expensive seeking of representation within the Spanish surname areas of San Francisco and Oakland is intended to get right at the heart of the matter. Rather than seeking the primary category youths in their homes, we shall secure school lists of "drop-outs," and Probation lists from involved County and City officials. The school rolls will also provide the names of secondary category youths as well as some tertiary category types. Full-time employed tertiary youths will not be obtained at all at this stage.

The conclusions ultimately drawn from this study will now not be reliably generalizable to the whole area Spanish surname youth culture. It is felt that this is not a significant handicap, given the limits of what even a probability sample study's conclusions would mean.

An additional explanatory point regarding the sampling technique: Stanford has denoted eight Oakland census tracts as having more than double the county's average number of Spanish surname residents. The interviewing need, according to the Stanford plan, was for some 700 Oakland youths within the three categories. [This includes no allowance for substitutes to be introduced into the forums or for initial refusals on the interviewing, either panel or not.] The census tracts show that in these eight Oakland tracts there were, in 1960, some 6,141 persons in the white, Spanish surname class. If we speculate that perhaps one-fifth of all Spanish surname persons in these tracts are in the critical 15-21 age bracket, we find that the total number of such youths in these tracts is just over 1,200. If as many as 40 percent of all these youths were to fall into the "primary category" (and it is very doubtful that the number is nearly that high), the research design would require that all of them be found and selected for the sample, and be willing to participate. It seems inconceivable to expect anything approaching full participation from persons like these. Even if they were convincible, the task of locating these youths in a population of 30,979 persons in the eight tracts is prohibitively difficult.

Two obvious conclusions emerge. First, sampling the relatively high density Spanish surname areas to find appropriate respondents and participants is probably well nigh impossible. It is especially unworkable in Oakland because of the small population size of the Spanish surname community. The numbers needed for Stanford's design require something more closely approaching a census than a sample. The study must resort to using whatever lists exist, thereby concentrating on either those youths who "have a record" or those still in school.

Second, San Jose must be substituted for Oakland in the study design. Despite the logistical problems, the large absolute numbers of Spanish surname persons in San Jose (77,755) vs. 23,730 in Oakland, allow enough latitude to find the youths the design needs.

The specific numbers of youths to be included in the systematic samples drawn from the existing lists are as follows:

Primary category: school drop-outs age 16-20 employed less than full-time......................500

Secondary category: youths 13-20 still in school 300

An attempt will be made to obtain numbers of males and females within the samples in the same proportion as they appear in the whole populations.

2. The pre-testing of programs

It is understood that up to 35 different television programs will be produced for airing in this series on KQED. Previewing sessions for pairs of these shows will be conducted throughout the length of the study. They are to be previewed far enough ahead of scheduled airing date to allow for such modification as is deemed necessary. Each pair of shows (the two to be as different in format and content as possible in the judgment of the production staff) will be previewed by two groups of approximately 20 persons each. On-going groups will be recruited where possible; these will include such formal or informal organizations as YMCA and YWCA, church groups, social clubs, street gangs, etc. The supervisor of this section of the project shall attempt to secure previewing groups whose characteristics simulate as closely as possible the characteristics of the target audience sample; that is, "troubled youths" shall predominate, but "incipient troubled youths" and "apparently untroubled youths" will also be represented.

As experience in recruitment of previewing groups will dictate, monetary inducements (say, $1.00 per person per previewing session) may be offered. Similarly, as recruitment experience dictates, the necessity of using any or all groups for multiple session previewing will be explored.

The program evaulations are to be obtained by using the "program analyzer" technique. If this machinery cannot be obtained (from C.B.S., or McCann-Erickson, Inc. in New York), simple paper and pencil tests will be administered to accomplish the same end. At the conclusion of each previewing session, group discussions will be stimulated. As well as recordi these sessions on audio tape, a member of the production staff will be present to overhear the discussion of the sequence he has produced.

At the conclusion of the whole series of previewing sessions, an analysis of attitudes toward whatever types of shows or sequences are produced is to be attempted so as to try to find a generalized affect-factor relationship if such exists within the total content of the materials aired.

3. The interviewing of volunteers to the vocational training program

Of all the interviews to be included in the field phases of this survey, some subjects will surely have volunteered for the vocational training which is the object of all the works. How many will volunteer is unknown. A fairly safe speculation, however, is that there will be a minority at best.

If even half of the youths interviewed volunteer for training, it would seem that insufficient numbers in various groups will be represented for assessment purposes. Perhaps most will have been affected primarily by some personal rather than a mass media source. What then can be said about the part that the separate mass media played in effecting change?

For the reasons implied above and for others to be discussed below, a large-scale post-recruitment series of interviews is to be added to the research design, on a sample, the size to be determined when an estimate of total recruitment is available (i.e., after the programming has started), at-home interviews will be attempted within one week of the subject's initial appearance at the recruitment center.

If the complex of positive effects of the whole series of communications on the training program can be dichotomized--into those whose attitudes were changed, short of entering training, and those whose attitudes were changed, and who were actually recruited--then this additional interview series will provide sufficient numbers of the latter to allow for comparison with the numbers of the former (who were evaluated and interrogated in the survey).

The additional, and most vital bit of information which this series of post-intake interrogations will offer is a broad look at how youths other than Spanish surname have come to be recruited. It is, in this regard, obvious that the non-Spanish surname youths are the huge majority of the total population of "disadvantaged" youths in this area. Since the mass media we shall use to promote recruitment are attended to as heavily by, say, Negro youths as they are by Spanish surname youths, there is every reason to expect recruitment from the Negroes, too. The same situation will apply in the other groups, including the "just plain Anglo" youth culture.

It goes without saying here that the ultimate objective of this project goes beyond an interest in just the Spanish surname community and its youth problems. Implementation of a mass media series of programs like this one in other areas of the United States will be contingent in part on the present assessment of the effectiveness of the series in stimulating interest in recruitment. With this addition to the Stanford research design, at least a few of the questions about the "ethnic-bound" nature of the project here will have been answered.

4. Surveying in the field during the KQED series

The Stanford research design includes a comprehensive rationale regarding a field survey on page seven of their document. This modification of design will be based on the same reasoning.

There are three basic changes to be made in the table depicted on page eight in the Stanford proposal. First, for reasons to be explained later, the forum condition panel is deleted. Further, the secondary and tertiary category groups are collapsed into a single group as outlined previously. Finally, a fourth phase set of interviews is added, this coming after the completion of the program series on KQED. The number of interviews in each group for this fourth phase is consistent with the numbers in the preceding phases; a normal (perhaps high) attrition rate would not, however, be unexpected either here or at phase three. The total number of persons interviewed on this phase now becomes 800, but 1,200 separate interviews are conducted (the non-forum panel is interviewed four times). Half the interviews will be conducted in San Francisco, half in San Jose.

5. The forum viewing plan

Because of serious doubts that the forum viewing plan is viable in the context of this research project (i.e., the very nature of the target audience militates against the likelihood of their participation) this modification calls for a reduction in that part of Stanford's design. Essentially, five additional program previewing groups will be formed, the basic distinction being that these will be bi-weekly panel groups. So as to be able to obtain some measure of the efficacy of this wedding of mass and interpersonal communication modes, there will be no forum viewing groups in San Jose. The spread of the forum's influence through the San Francisco Spanish community will then be observable and comparable to the San Jose "control" area.

The several tests of attitude toward vocational training, job aspiration levels, etc. which Stanford proposes will be administered to as many of these 100 forum participants as persevere at several intervals during their tenure. The possible spread of information on the forums through the community will hopefully be picked up on the second through fourth phases of the field survey, and certainly in the series of interviews with those persons who actually do enter training.

6. Conclusions

Several expected differences in viewpoint and method have cropped up between the Stanford Institute for Communication Research and the present proposed consultant to the implementor.

The major changes involve a very different handling of the problem of finding the target audience, the addition of a post-recruitment interviewing phase, and a large reduction in the forum-viewing plan.

What these modifications lose in diminished methodological rigor, they are intended to gain back in financial efficiency and a resort to the hard reality of trying to sell something to an (initially and durably) disinterested potential buyer. It was because of this anticipated buyer recalcitrance that the forum viewing plan was de-emphasized. It was because of the financial considerations of locating probability samples of target audience youths that the changes in this area were suggested. Finally, it was because of a felt need for simple directness of attack that the interviewing of actual recruits was added to the overall plan.

A proposed budget for the implementation of this research design is appended hereto.

Research Design Cost Estimate
Appendix to
Supplemental Final Technical Report
KQED Spanish Surname Youth Training Project

Procurement of sampling lists and location of respondents	...... $2,000.
Conducting 1,200 field interviews (multi-stage survey) at $15.00 per interview, including supervision	......18,000.
Conducting "program previewing sessions" :	
a. inducements for participants at $1.00 per person per session	...... 720.
b. Equipment costs	......
c. Rental for facilities	......
Conducting 1,000 post-recruitment interviews at $15.00 each	...... 15,000.
Forum viewing panels:	
a. Inducements for participants at $2.00 per person per session for 12 weeks (bi-weekly sessions)	...... 600.
b. Equipment costs	......
c. Rental for facilities	......
Data Processing and Analysis:	
a. Coding	...... 5,000.
b. Punching, verification, computer time	...... 8,000.
c. Programming and general technical assistance	...... 2,000.
Supplies, duplication expenses	...... 4,000.
Total	$55,320.

Personnel and salary/wages on next page

Personnel salary and wages

Director of Research, full time for the year commencing 15 May, 1966.	$9,600.
Supervisor for previewing sessions and forum viewing panels, full time, 1 August thru 1 December, 1966.	2,000.
Supervisor for field interviewing, covered in item on field interviews on preceding page	
Consultant to Project Director and Director of Research, at $100 per day: maximum time allotment estimated at full time 1 June thru 1 October, 1966, then one-fourth time thru 15 May, 1967. Consultation service will be on an " as needed" basis; these time allotments are thus maximum figures.	13,050.
Clerk-secretarial help, one full time, 15 May thru 31 Dec. then one-half time 1 Jan. thru 15 May 1967 at $400.00 per month(full time)	3,900.
Research Technician(for statistical analysis), one-fourth time for the nine months commencing 1 August, 1966 at $400/ month (full time)	900.
Total	$29,450.

APPENDIX VIII

Population Statistics

SAN FRANCISCO, ALAMEDA AND SANTA CLARA COUNTIES

TOTAL AND SPANISH-SPEAKING POPULATION STATISTICS

INCLUDING CHARACTERISTICS OF THE 16-21 YEAR OLD POPULATION

The following statistics are breakdowns of the total populations of San Francisco, Alameda and Santa Clara counties into Spanish-Speaking and Nonwhite categories with subsequent breakdown to the 16-21 year old populations in each case.

Table I (a) has figures taken from the 1960 census for the total population of each county and for the total 16-21 year old population; for the total Spanish-Speaking population and for the 16-21 year old population; for the total Nonwhite population and for the 16-21 year old Nonwhite population. An increase of 18%--Table I (b)--was made on the figures for the Spanish-Speaking population to correct by 14% for Spanish-Speaking persons not included under Spanish-Surnamed in the 1960 census as a result of marriage to non-Spanish-Surnamed persons and to correct by **4%** for the loss of surnames which are spelled the same in Spanish as in English.

Table II has estimates for the categories corresponding to Table I based on total population estimates for July, 1965, for each county. The proportions of the other categories are based on the proportions in the 1960 census information in Table I.

Table III develops estimates for 1965 on the three counties' 16-21 year old population characteristics based on percentages obtained from the Youth Training Employment Project in Los Angeles.

TABLE I (a): TOTAL AND SPANISH-SPEAKING POPULATIONS, 1960 CENSUS

	TOTAL	16 - 21 years
San Francisco		
Total	740,316	53,294 (7.2%)
Spanish Speaking	51,602 (6.9%)	4,606 (.6%)
Non-white	135,913 (18.3%)	9,542 (1.3%)
Alameda		
Total	908,209	74,264 (8.2%)
Spanish Speaking	67,866 (7.46%)	6,323 (.7%)
Non-white	139,213 (15.3%)	10,937 (1.2%)
Santa Clara		
Total	642,315	53,434 (8.3%)
Spanish Speaking	77,755 (12.1%)	7,572 (1.2%)
Non-white	20,690 (3.2%)	1,754 (.3%)

TABLE I (b): ADJUSTMENT OF 18% TO SPANISH-SPEAKING POPULATION FIGURES

San Francisco		
Spanish Speaking	60,890 (8.2%)	5,445 (.73%)
Alameda		
Spanish Speaking	80,082 (8.3%)	7,450 (.82%)
Santa Clara		
Spanish Speaking	91,748 (14.3%)	9,120 (1.4%)

TABLE II: TOTAL AND SPANISH-SPEAKING POPULATIONS, 1965 ESTIMATES

	TOTAL	16-21
San Francisco		
Total	765,900	55,200
Spanish Speaking	52,900	5,600
Non-white	140,200	9,950
Alameda		
Total	1,028,500	84,200
Spanish Speaking	77,600	8,420
Non-white	157,100	12,300
Santa Clara		
Total	891,200	74,100
Spanish Speaking	108,000	12,500
Non-white	28,520	2,670

TABLE III: PROJECTED YOC INTAKE AND OTHER STATISTICS FOR 16-21 YEAR OLDS**

A. Intake

1. First month's intake was 1% of the 16-21 year old population

County	All	Spanish-Speaking
San Francisco	552	56
Alameda	842	84
Santa Clara	741	125

2. First year's intake was 5.9% of the 16-21 year old population

County	All	Spanish-Speaking
San Francisco	3,257	330
Alameda	4,968	497
Santa Clara	4,372	738

3. Second year's intake was 11.8% of the 16-21 year old population

County	All	Spanish-Speaking
San Francisco	6,514	660
Alameda	9,936	994
Santa Clara	8,744	1,475

4. The mean educational level was 10.7 years for the entire intake population.

5. Of the intake population, 75% were male and 25-33% were female.

B. Counseling, Training, and Employment of **First Year's Intake Population**

1. Employed

a. 30% of first year's intake were employed through YTEP.
b. 49% of first year's intake were employed while at YTEP.

County	**All**	**Spanish-Speaking**
San Francisco	(a) 9,771	99
	(b) 1,596	162
Alameda	(a) 1,490	149
	(b) 2,434	244
Santa Clara	(a) 1,312	221
	(b) 2,142	361

**Percentages based on YTEP statistics. See page one for explanation of Table III.

B. continued

2. **Neither trained nor employed--25% of first year's intake**

County	All	Spanish-Speaking
San Francisco	814	83
Alameda	1,242	124
Santa Clara	1,093	184

3. Counseled and employed--29% of first year's intake

County	All	Spanish-Speaking
San Francisco	944	96
Alameda	1,440	144
Santa Clara	1,268	214

4. Entered training--28-46% of first year's intake

County	All	Spanish-Speaking
San Francisco	912-1,498	92-152
Alameda	1,391-2,285	139-229
Santa Clara	1,224-2,011	206-339

5. Kinds of training entered

County	16% OJT		41% MDTA		67% Other	
	All	S-S	All	S-S	All	S-S
San Francisco	146	14	374	38	611	61
Alameda	222	22	570	57	931	93
Santa Clara	195	33	501	84	820	138

6. Not employed after counseling and training--14% of intake(1st yr)

County	All	Spanish-Speaking
San Francisco	456	46
Alameda	695	70
Santa Clara	612	103

7. Counseled, trained, and employed--32% of first year's intake

County	All	Spanish-Speaking
San Francisco	1,042	105
Alameda	1,590	159
Santa Clara	1,399	236

8. **The intake number represents 1/2% of the total population.**

B. continued

9. School dropouts represent 80% of intake and 20% of 16-21 year olds

County	80% of intake All	S-S	20% of 16-21 year olds All	S-S
San Francisco	2,606	264	11,[illegible]	1,120
Alameda	3,974	398	16,840	1,684
Santa Clara	3,497	590	14,820	2,500

10. Completed training--25% of first year's training entrants

County	All	Spanish-Speaking
San Francisco	228	23
Alameda	347	35
Santa Clara	306	52

11. In each kind of training, the following proportions get jobs

County	100% OJT		90% MDTA		55% Other	
	All	S-S	All	S-S	All	S-S
San Francisco	146	14	336	34	336	33
Alameda	222	22	513	51	512	51
Santa Clara	195	33	450	75	451	76

12. Those with probation history represent

County	46% of intake All	S-S	10% of 16-21 year olds All	S-S
San Francisco	1,498	152	5,520	560
Alameda	2,285	229	8,420	842
Santa Clara	2,011	339	7,410	1,250

13. The target population for our television series is composed specifically of those 16-21 year olds who are out of school and unemployed. These represent 18% of the total 16-21 year old population.

County	All	Spanish-Speaking
San Francisco	9,936	1,008
Alameda	15,156	1,515
Santa Clara	13,338	2,250

STATISTICS

The statistics on the previous pages were taken from the following sources:

1. U.S. CENSUSES OF POPULATION AND HOUSING: 1960, CENSUS TRACTS, SAN FRANCISCO-OAKLAND, CALIFORNIA, STANDARD METROPOLITAN STATISTICAL AREA, CENSUS TRACTS.
   a. Total and Nonwhite population statistics from Table P-2, San Francisco and Alameda County, pp. 76-77.
   b. Spanish-speaking population statistics from Table P-5, San Francisco and Alameda County, p. 277.

2. U.S. CENSUSES OF POPULATION AND HOUSING: 1960, CENSUS TRACTS, SAN JOSE, CALIFORNIA, STANDARD METROPOLITAN STATISTICAL AREA.
   a. Total and Nonwhite population statistics were taken from Table P-2, Santa Clara County, p. 58.
   b. Spanish-surnamed population statistics were taken from Table P-5, Santa Clara County, p. 107.

3. Data on the 16-21 year old populations were derived from the above tables by interpolation from the statistics for the 15-19 and 20-24 year old population.

4. July 1965 total population estimates were obtained from the San Francisco Chamber of Commerce for San Francisco, the Alameda County Offices for Alameda County, and the San Jose Chamber of Commerce for Santa Clara County. In deriving the other statistics for the year 1965 it was assumed tnat the proportions between the various categories remained the same as in the 1960 census. Hence, the figures for Spanish-speaking, Nonwhite, and for the 16-21 year old populations are the same per centages of the Total Population in 1965 as they were in the 1960 census.

5. The statistics from the Youth Training and Employment Project in Los Angeles were supplied by Don Clarke, YTEP statistician. By applying the proportions for YTEP we can estimate what kind of impact the recent Youth Opportunity Centers may have in San Francisco, Alameda, and Santa Clara counties.

ATE OF CALIFORNIA – EMPLOYMENT RELATIONS AGENCY
EDMUND G BROWN, Governor
EPARTMENT OF EMPLOYMENT
ALIFORNIA STATE EMPLOYMENT SERVICE
745 Franklin St., Rm 302
San Francisco, Calif. 94102

8.

REFER TO:

December 1, 1965

Mr. Clayton L. Stouffer, Director
Spanish Project
KQED
525 Fourth Street
San Francisco, California 94107

Dear Mr. Stouffer:

Not having a crystal ball or access to the black arts, I find it impossible to come up with a good estimate of the number of training slots available in the Bay Area during the period August 1966 to August 1967. Quite frankly, we do not have the techniques to make valid or reliable estimates of the number of training opportunities under MDTA, OJT in private or public schools within the reception area of KQED so far in advance. We cannot even get a good figure on the number presently available.

The capacity of the Department's training programs will depend on a large number of variables over which we have no control. We do not know what our budget will be, the condition of the labor market, or a host of other limiting factors. I would suggest you wait until we have an idea of how well our YOC's are operating, of what finances will be available to the YOC's and to other training programs before requesting a "best estimate". Any estimate made now, I believe will be extremely misleading.

Personally, I do not think you should worry about overloading the Bay Area training facilities with newly motivated students. As you are well aware, there is a considerable degree of flexibility built into the State's training system and also a considerable amount of unused educational capacity is available which can be brought into action when the need arises.

I am sorry to be so negative, but I feel that an estimate based on extremely limited information, which is all I have at this moment, would be of little use.

Yours sincerely,

DONALD MAYALL, AREA ANALYST

HIRE THROUGH THE STATE EMPLOYMENT SERVICE